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NAME Witbeck, Julian A. PREP. SCHOOL W.P.S. "

CAT..... APPL. sent 9/22/23 rec'd ..... CERTIF. sent 9/22/23 rec'd ..... ADMITTED 9/22/23 Accepted

CORRESPONDENCE FROM	CORRESPONDENCE TO	REMARKS	NOTES
Called	9/22/23	Accepted soph. std. from W. P. S.	

Clark University Bulletin

Worcester, Massachusetts

1925

Sub-Freshman Number

Published in the interest of Old Friends and New Acquaintances

LARK UNIVERSITY offers, at moderate expense, a thorough collegiate training leading to the degree of Bachelor of Arts. The scholastic requirements for the degree are one hundred and twenty semester hours credit in addition to Physical Training, with a rank above the bottom quarter of the class in three-fifths of the work.

In a limited number of departments, work is offered leading to the degrees of Master of Arts and Doctor of Philosophy.

The presence of a proportionately large graduate student body offers inducement to undergraduates for high standards of work.

Small classes and a relatively large faculty allow close acquaintance with heads of departments.

Undergraduates are encouraged to carry as full a schedule of courses as they are able and still maintain an average in the upper third of their classes. This permits those with sufficient ability to finish the course in three years.

The University's Summer School allows other ambitious students to obtain extra credits sufficient to earn the degree in three and one-half years.

An endowment above the average, given for the specific purpose of keeping the expense of an education low, allows the tuition to be held at only $150.00, including a tax of $10.00 in support of student activities.

Twenty Jonas G. Clark Memorial Scholarships of $100.00 each are available for entering freshmen who have graduated in the upper quarter of their preparatory school class. Ten similar scholarships are available for each of the three upper classes in college.

THE MAIN BUILDING

Officers of Administration and Instruction

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President

Professor of Physical and Regional Geography and Director of the Graduate School of Geography

HOMER PAYSON LITTLE, Ph.D., (Johns Hopkins)
Dean of the College and Professor of Geology

LOUIS N. WILSON, Litt.D. (Tufts)
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Professor of Psychology

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Professor of Biology

WOLFGANG KOEHLER, Ph.D. (University of Berlin)
Visiting Professor of Psychology

WILLIAM HOMER WARREN, Ph.D. (Harvard)
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WALTER S. HUNTER, Ph.D. (Chicago)
G. Stanley Hall Professor of Genetic Psychology

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JOHN PAUL NAFE, Ph.D. (Cornell)
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Managing Editor, Economic Geography

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EARL GODFREY MELLOR, A.B. (Clark)
Instructor in Romance Languages

JAMES ACKLEY MAXWELL, A.M. (Harvard)
Instructor in Economics

DAVID POTTER, M.Sc. (Mass. Agri. College)
Instructor in Biology

KURT E. ROSINGER, A.M. (Michigan)
Instructor in German Literature and English Composition

VERVON ORVAL WATTS, A.M. (Harvard)
Instructor in Sociology

CHARLES LANGDON WHITE, Ph.D. (Clark)
Instructor in Economic Geography

CURTIS F. MARBUT, Ph.D.
Special Lecturer on Soils

HOMER L. SHANTZ, Ph.D.
Special Lecturer on Plant Geography

GUY H. BURNHAM, A.M.
Cartographer, Graduate School of Geography

ERNEST RAYMOND WHITMAN
Director of Physical Education

FREDERICK HERBERT BAKER, M.D. (Harvard
Medical Director

J. EDWARD BOUVIER
Musical Director

UNION STATION

Location

CLARK UNIVERSITY is situated in Worcester, Massachusetts, a city of some 200,000 inhabitants, 45 miles from Boston. Worcester has long been one of the educational centers of New England, being the seat of Holy Cross College, the Worcester Polytechnic Institute, Assumption College, the Massachusetts State Normal School, and Worcester Academy. The Worcester Art Gallery, with its large endowment, is one of the notable galleries of the country. The churches of the city number over 100, and give full opportunity for worship according to individual preference. The Y. M. C. A. building, within easy walking distance of the University, is modern and well equipped. The situation of the city is such that opportunities in drama and in music are offered superior to those of most cities of its size.

Historical

Clark University owes its existence to the generosity of Jonas Gilman Clark, who gave funds for its establishment during his life and bequeathed it his fortune at his death. Students were first received in 1889. For the first thirteen years the University was exclusively a graduate school, and under the direction of President G. Stanley Hall an able corps of instructors sent out from the University a steady

stream of scholarly men who have given the institution a prominence disproportionate to its size in the fields of Biology, Chemistry, Education, Mathematics, Physics, and Psychology. Under the provisions of Mr. Clark's will Clark College was established in 1902. At first the Graduate School and the College occupied the same grounds and buildings but had separate presidents and faculties. In 1921-1922 plans for their unification were perfected, and they became the Graduate and Undergraduate Divisions of Clark University. The latter is still, however, ordinarily referred to as Clark College.

The Campus

The campus consists of a plot of about seven acres a mile southwest of the business center of Worcester. The offices of administration are in the Main Building.

Estabrook Hall, the new freshman dormitory, is only a few minutes walk from the campus. The ground floor is occupied by the Dining Hall, under the supervision of a trained dietitian. The dormitory accommodates fifty-one students. It is thoroughly up-to-date, heated by steam, well equipped with shower baths, and has light, airy corridors. The building is cared for by a man and wife of excellent personality who reside in it.

The University has recently purchased an additional plot of about six acres which is being developed into a first class athletic field, including besides a soccer field, baseball diamond and quarter mile running track, a 220-yard straightaway. This will be ready for use in the fall of 1925. The old athletic field, immediately adjoining the campus on Maywood Street, is an acre or more in extent, with tennis courts, outdoor basketball court, a six lap running track and space for field events.

Endowment, Faculty, Laboratories, and Library

Clark University is a small institution with a total enrollment of approximately 350 students, but in contrast to many small institutions has a relatively large endowment – nearly five million dollars, with an additional million in its plant. This money is invested in the three things which make any institution outstanding – its faculty, its laboratories, and its library. These are the features about which an estimate of Clark should center.

ESTABROOK HALL, THE FRESHMAN DORMITORY

INTERIOR OF THE LIBRARY

The Library deserves special mention. In this prerequisite for real university and college life Clark is almost uniquely fortunate, for approximately three-quarters of a million dollars of the endowment fund was left for the exclusive use of the Library. A permanent staff of seven besides student assistants is employed and the building is open for study from 8 a. m. to 10 p. m. each week day. Over one hundred thousand bound volumes and pamphlets are on the shelves and over five hundred journals are received. About four thousand books are added each year. Each member of the University has direct access to every book and journal.

Money has been generously spent in the equipment of research laboratories and the undergraduate student receives much advantage from their presence. The Chemical Laboratory unquestionably has an equipment superior to that of many colleges twice the size of Clark and the Psychological Laboratory is one of the finest in the country.

The Faculty, thirty-six in number, is in the ususually large ratio to the student body of one to eight. The high degree of its professional training may be judged by an examination of the preceding pages. With its limited numbers Clark can offer to every student an unusual opportunity for close association with the Head of the Department in which he is working. *Moreover, with a faculty of this size, Clark is able to do most of its work in small classes and to maintain a real personal relation between instructor and student, an ideal universally recommended in the educational world,*

INNER COURT, UNIVERSITY LIBRARY

but rarely realized. Indeed this may perhaps be justly regarded as the most important educational advantage of a course at Clark.

Courses of Study

In the Graduate Division, courses leading to the degree of Master of Arts are offered in Biology, Chemistry, and Physics, while courses leading to the degree of Doctor of Philosophy are offered in Economics and Sociology, Education, Geography, History and International Relations, and Psychology. Graduate work is thus given in a few departments only, no attempt being made to rival the large universities in the range of fields covered. The subject of Geography has recently been especially stressed by the establishment of a Graduate School of Geography, which covers a field of study not developed so far in this country as in Europe and one in which it is expected the University can perform a service unique in this part of the United States.

In the Undergraduate School, on the other hand, the range of courses is similar to that offered in any first class college.

The regular courses of instruction in the College are given in the following fourteen departments:

A. Division of Science
I Mathematics, II Physics, III Chemistry, IV Biology, V Geology

B. Division of Social Science and Psychology
VI History and International Relations, VII Economics and Sociology, VIII Psychology, IX Education, X Geography

C. Division of Languages and Literature
XI English, XII German, XIII Romance Languages, XIV Ancient Languages

The freshman program is largely fixed as it must include English, a course in Foreign Language, a course in the Science Division, and a course in the Division of Social Science and Psychology. This leaves a choice of one elective, or two if six courses are carried. See second paragraph under graduation, page 11.

At the end of the freshman year a student is expected to indicate in which of these departments he intends to *major*

MAIN BUILDING FROM UNIVERSITY PARK

and to select a *minor* in a closely related field. Too early specialization is prevented by required work in English, Foreign Languages, Laboratory Sciences, and Social Science and Psychology. These requirements, however, except for *major* and *minor*, may be largely completed by the end of the sophomore year, leaving much of the last two years free for study in the fields of special interest.

Clark desires the superior student to do independent work as early as possible and to this end those who average in the upper quarter of their classes are allowed during the junior and senior years to do independent work not to exceed three hours in each semester under special supervision without the requirements of regular classroom work. In this manner the transition to the graduate attitude of mind is easily made. This, together with the fact that an undergraduate whose scholastic record is good may continue his training at small cost, leads many Clark men into graduate study.

Admission

The normal requirements for admission to Clark College are good moral character and graduation with creditable record from a high school of good standing. This is generally interpreted to mean not less than fifteen units of acceptable work, two-thirds of which must have received the "certificate" grade of the school. Two years of mathematics are invariably required. No applicants are accepted with conditions to be made up after admission. *Beginning September, 1926, fifteen certified units will be required, with an allowance of two conditions.*

Candidates unable to meet in full the requirements indicated above may be admitted by passing the comprehensive examinations offered in June by the College Entrance Examination Board. Information concerning the Board may be obtained by pupil or teacher by addressing 431 West 117th St., New York City. Applications and fees must be forwarded to the Board at least four weeks before the intended examinations. In September, examinations are conducted by the College in Worcester in the following subjects: Biology, Botany, Chemistry, English, French, German, Greek, History, Latin, Mathematics, Physics, Spanish, and Zoology.

Women are admitted to the graduate division only. For

THE SCIENCE CLUB

other details of admission to either the College or the Graduate Division address the Registrar.

Graduation

To obtain the degree of Bachelor of Arts in regular course a student is required to complete in a satisfactory manner a total of 120 semester hours, exclusive of Physical Training; that is, the equivalent of five three-hour courses each semester for four years. No student's work is regarded as satisfactory and entitling him to graduation unless he ranks above the lowest quarter of his class in at least three-fifths of his work.

A feature of Clark is the encouragement offered to students of ability to finish the course in three years or three years and one summer school. In furtherance of this a freshman is allowed to elect six courses on entrance. He may continue with six courses as long as he averages in the upper third of his class and may indeed petition to be allowed to carry additional work if he retains this average. A system of credit bonuses encourages high grade work.

Tuition, Room, and Board

Owing to the express desire of the founder that his generous endowment should be used to make a college education available to deserving young men at reasonable cost, the expense of tuition has been kept at about one-half that at many New England institutions offering similar advantages, namely, $75.00 a semester, payable in advance. This includes the annual student tax of $10.00 for the support of various student activities, chiefly athletics and debating.

Other expenses are a $5.00 matriculation fee, an additional tax of $4.50 which the students have imposed upon themselves and laboratory fees of $2.50 a semester for science courses.

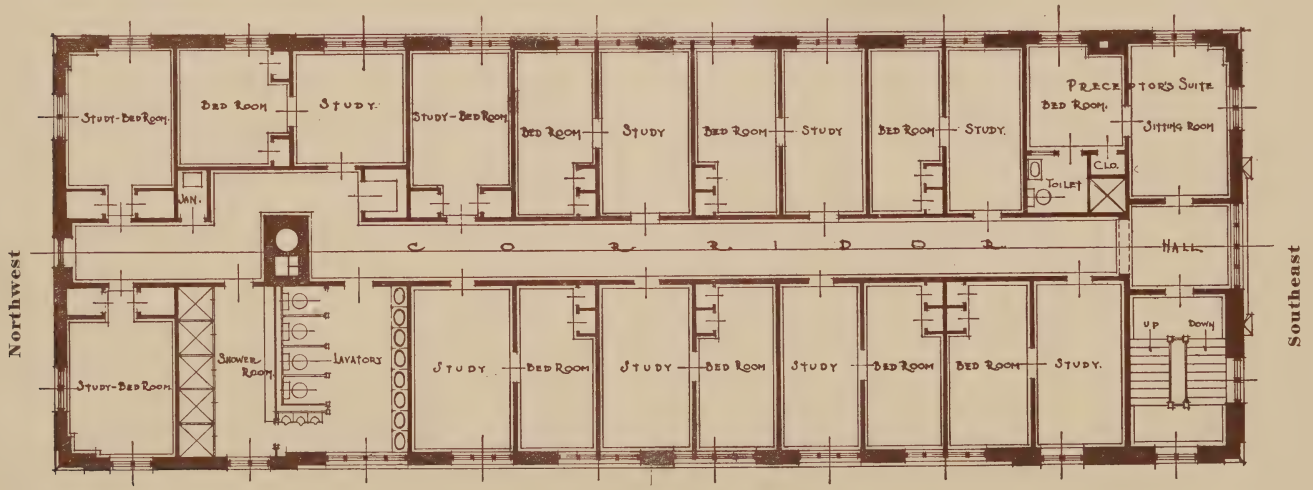
Undergraduates from out-of-town must board at Estabrook Hall and freshmen from out-of-town must room there. Board is $7.00 per week and room rent $115.00 to $150.00 per year for each occupant. The higher price is for a share of a two-room suite; the lower for a share of a single room. A deposit of $10.00 is required to cover possible damages. This is returned at the end of the year if everything is left in good order. Students wishing to room together should so state, each making his own deposit. Rooms are reserved in order of application when accompanied by the $10.00 deposit. The sketch on the opposite page shows the size and arrangement of the rooms.

Scholarships, Student Aid and Self-Help

No attempt will be made here to describe the numerous fellowships and scholarships open to graduate students. Information concerning them may be obtained from the Registrar.

For undergraduates fifty Jonas G. Clark Memorial Scholarships are available for students of high academic standing, each yielding $100.00 Twenty of these are awarded, on application, to entering freshmen who rank in the upper quarter of their class at preparatory school. Of the freshman scholarships, eight are reserved for candidates from the Worcester High Schools and will be awarded preferably two to each of the four schools. For each of the three upper classes ten scholarships are reserved which may be applied for by any man in the upper quarter of his class.

Northeast

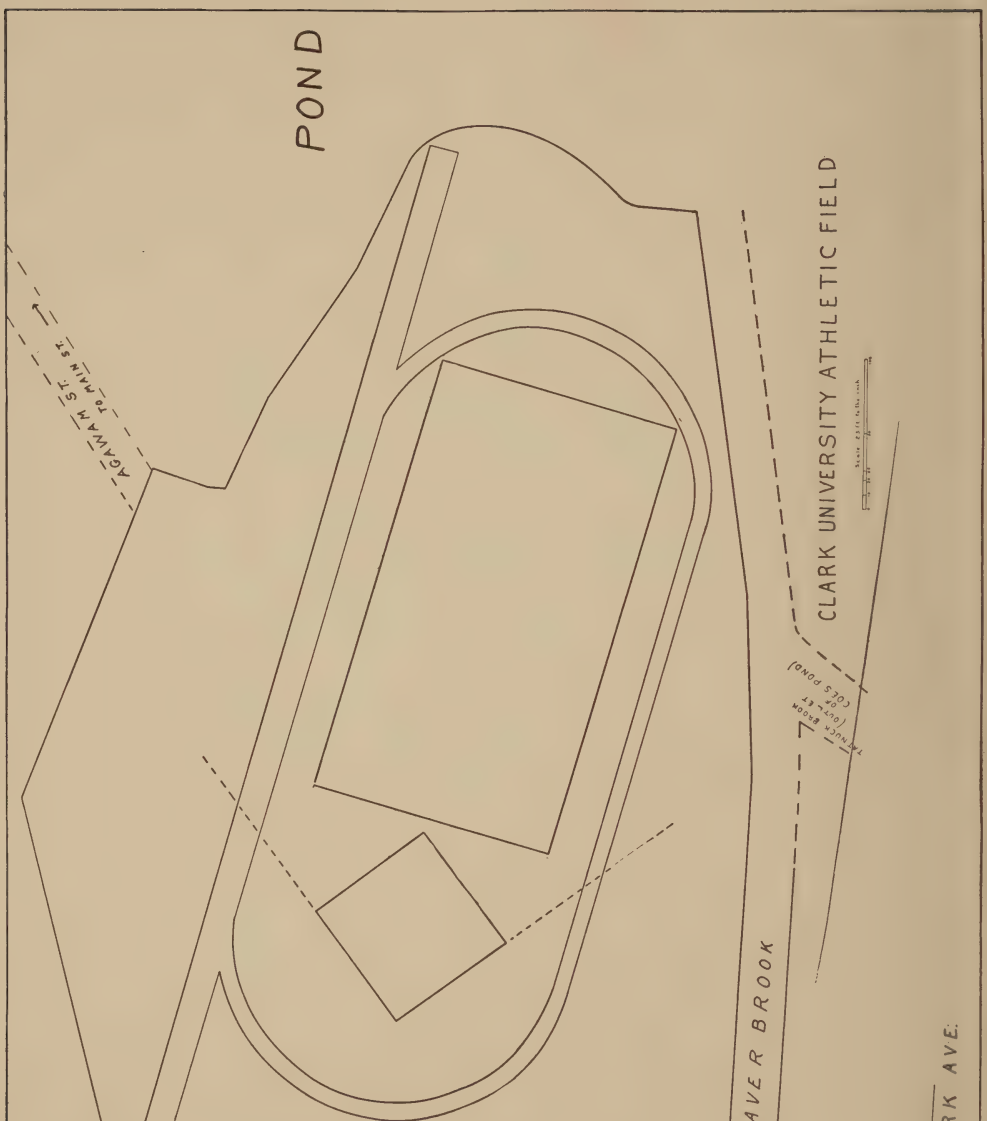


THIRD FLOOR PLAN

SCALE 5 10 FEET

ESTABROOK HALL

The rooms on the fourth floor are arranged like those on the third except that the rooms over the preceptor's suite have no individual bath. Woodland Street extends along the southeast side of the building, and Charlotte Street along the northeast side.



ATHLETIC FIELD

Ready for use in the fall of 1925.

Sufficient loan funds are available to allow the continuance in college of deserving students. Spare time employment can usually be found. In view, however, of the time required for the regular work of the College, only an exceptional student should expect to earn more than a limited part of his expenses, and as a general rule at least $300.00 should be at the disposal of any man beginning a college course.

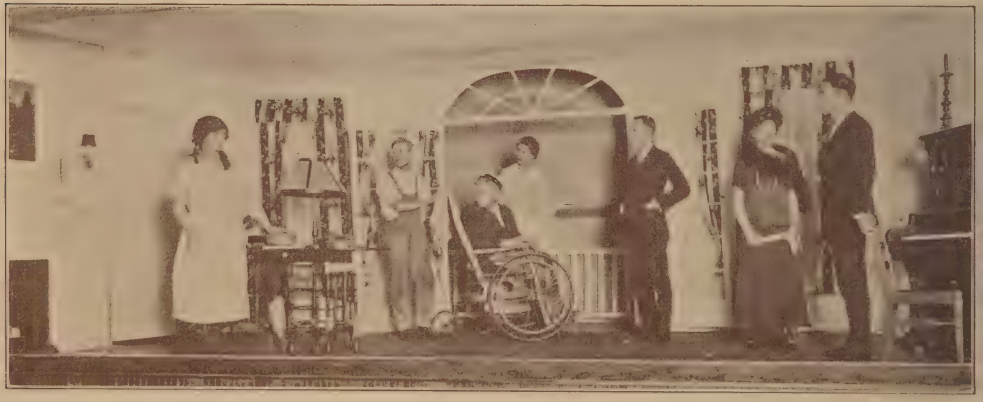
College Life Outside the Classroom

Although Clark stands uncompromisingly for the idea that the intellectual life of the institution as developed by reading, study, and in the classroom is the prime object of college and must be at all cost be put first, it is believed that by the proper planning of his time a student may find abundant opportunity for a reasonable amount of extra-curricular activity as well; therefore such recreations are encouraged. There are monthly "Bohemians" in the gymnasium, and three formal "Proms." College suppers are occasionally held in Estabrook Hall, at which faculty and students meet in a social way. The College supports a Glee Club and Orchestra, trained by a professional Musical Director, and a very successful Dramatic Association, coached by a member of the English Department, who takes especial interest in this type of activity. Debating has for a long time been notably successful at Clark, having been for a number of years the only type of intercollegiate activity in which the students engaged. The students publish the *Clark Monthly*, a magazine which gives opportunity for the publication of their literary productions and serves also as a forum for the expression of college opinion. There are three local and two national Greek letter fraternities, besides several special fraternities and organizations. The Science Club has recently been receiving enthusiastic support, while a sociological fraternity and student forum give opportunity for the discussion of present day problems.

Clark has participated in intercollegiate athletics since 1919 and has been particularly successful in basketball. Rugby football is not played, but rapid advance has been made in soccer under competent coaching. The College also furnishes a baseball coach, and the new athletic field is expected to do much for that sport.

ORCHESTRA

GLEE CLUB

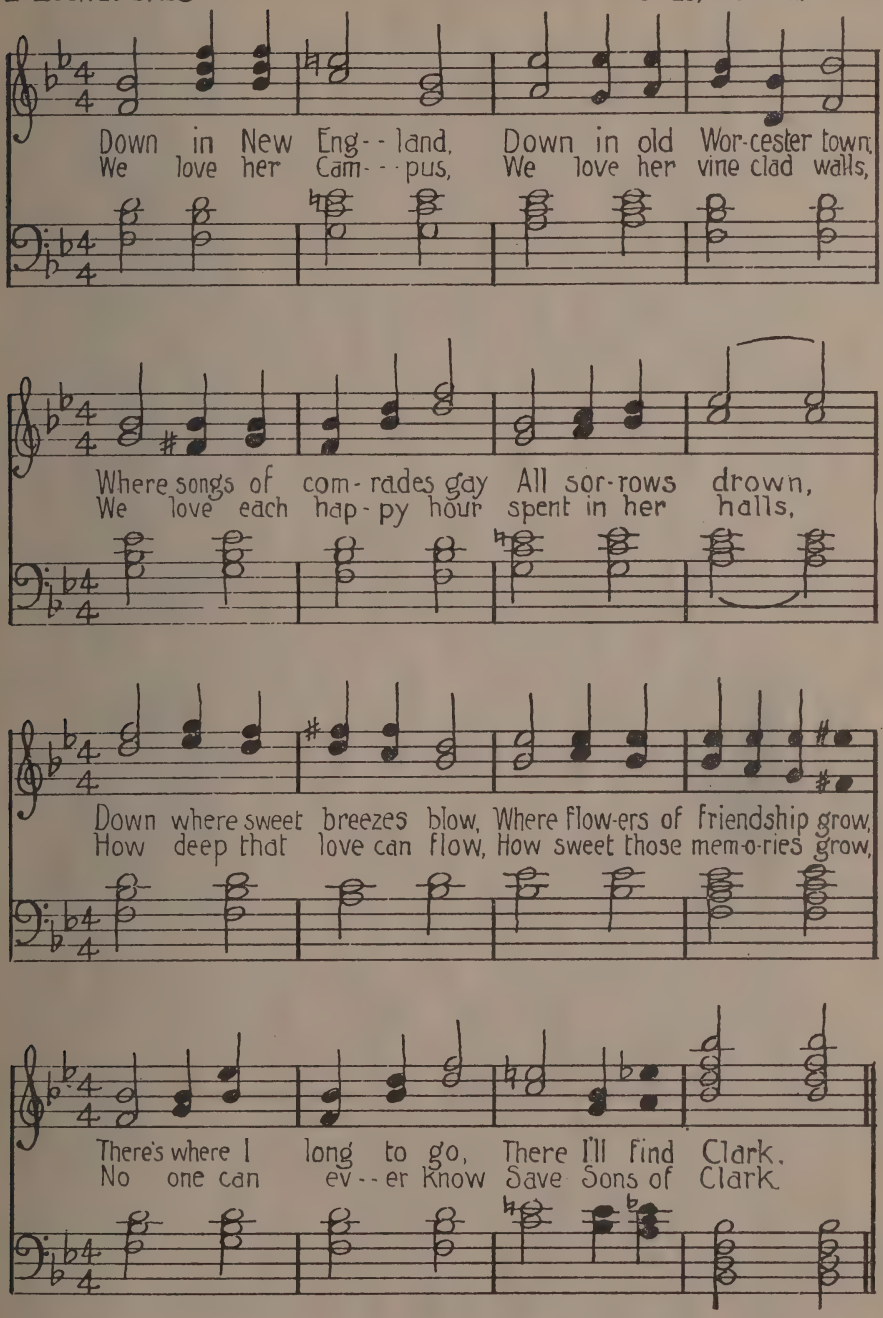


DRAMATIC CLUB

SONS OF CLARK

Words by
E Leonard. "23"

Music by
Chas, Metcalf. "22"


Down in New Eng--land, Down in old Wor-cester town,
We love her Cam---pus, We love her vine clad walls,
Where songs of com-rades gay All sor-rows drown,
We love each hap-py hour spent in her halls,
Down where sweet breezes blow, Where flow-ers of friendship grow,
How deep that love can flow, How sweet those mem-o-ries grow,
There's where I long to go, There I'll find Clark.
No one can ev--er know Save Sons of Clark.

For Further Informatiom
Address

The Registrar, Clark University
Worcester, Massachusetts

Published by the University in January, February, March, April, May, October, November and December

Number 35 Price 25c a year December 1924

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Clark University Bulletin

Catalogue Number

1924-1925

Worcester, Massachusetts
February 1925

Clark University Bulletin

NUMBER 37 FEBRUARY 1925

Catalogue Number

with

Announcements for 1925-1926

The Catalogue is a record for the current academic year, 1924-25. Such announcements for the year 1925-26 as can be made at the time of publication are included.

All courses listed are given in 1924-25 and will be offered in 1925-26 unless a note to the contrary is appended to the announcement of the course.

The Bulletin is published in January, February, March, April, May, October, November, and December

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1924

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1925

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SEPTEMBER

S	M	T	W	T	F	S
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13	14	15	16	17	18	19
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OCTOBER

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NOVEMBER

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DECEMBER

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1926

JANUARY

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31	--	--	--	--	--	--
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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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27	28	29	30	--	--	--
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CALENDAR

1924		
Sept. 17	Wednesday	Academic Year began
Oct. 13	Monday	Columbus Day
Nov. 27	Thursday	Thanksgiving Recess
Nov. 29	Saturday	
Dec. 22	Monday	Christmas Recess
1925		
Jan. 3	Saturday	
Jan. 22	Thursday	Semester Examinations
Jan. 31	Saturday	
Feb. 2	Monday	Founder's Day* Second Semester begins
Feb. 23	Monday	Washington's Birthday
Apr. 6	Monday	Spring Recess
Apr. 11	Saturday	
Apr. 20	Monday	Patriot's Day
May 30	Saturday	Memorial Day
June 2	Tuesday	Semester Examinations
June 10	Wednesday	
June 15	Monday	Commencement Day
July 6	Monday	Summer School opens
Aug. 14	Friday	Summer School closes
Sept. 24	Thursday	Academic Year begins
Oct. 12	Monday	Columbus Day
Nov. 26	Thursday	Thanksgiving Recess
Nov. 28	Saturday	
Dec. 24	~~Thursday~~ Monday	Christmas Recess (lengthened by vote of faculty 12/10/25)
1926		
Jan. 2	Saturday	
Jan. 21	Thursday	Semester Examinations
Jan. 30	Saturday	
Feb. 1	Monday	Founder's Day* Second Semester begins*
Feb. 22	Monday	Washington's Birthday
Apr. 19	Monday	Spring Recess
Apr. 24	Saturday	
May 30	Sunday	Memorial Day
May 31	Monday	Semester Examinations
June 9	Wednesday	
June 14	Monday	Commencement Day

*Not a holiday

Mid Sem reports Nov. 21, 1925
Apr. 3, 1926.

* Should have been 8th (both Monday) to conform with vote of faculty in 1925.

BOARD OF TRUSTEES

A. George Bullock (1901)	Worcester, Mass.
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Charles H. Thurber (1913), President	Boston, Mass.
Alfred Aiken (1919)	Worcester, Mass.
George H. Mirick (1920), Secretary	Worcester, Mass.
Stedman Buttrick (1920)	Concord, Mass.

FINANCE COMMITTEE

A. George Bullock — Francis H. Dewey

Charles H. Thurber

Final authority in all matters pertaining to the University is lodged in the Board of Trustees by charter granted by the General Court of the Commonwealth of Massachusetts.

ADMINISTRATIVE OFFICERS

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Dean of the College	H. P. Little
Director of the Summer School	C. B. Randolph
Director of the Home Study Department	D. C. Ridgley
Registrar and Secretary of the Graduate Board	C. E. Melville
Bursar	Florence Chandler

CALENDAR

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Apr. 19	Monday	Spring Recess
Apr. 24	Saturday	
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May 31	Monday	Semester Examinations
June 9	Wednesday	
June 14	Monday	Commencement Day

*Not a holiday

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Charles H. Thurber (1913), President	Boston, Mass.
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FINANCE COMMITTEE

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Director of the Home Study Department	D. C. Ridgley
Registrar and Secretary of the Graduate Board	C. E. Melville
Bursar	Florence Chandler

University Staff

For Summer School Faculty see page 71

WALLACE WALTER ATWOOD, PH.D. 160 Woodland St.

President, 1920-. Professor of Physical and Regional Geography. Director of the Graduate School of Geography.

B.S., University of Chicago, 1897; Fellow, Assistant, and Associate, 1899-1903; Ph.D., 1903; Instructor and Assistant Professor of Physiography and General Geology, 1903-10; Associate Professor, 1910-13. Instructor, Lewis Institute, Chicago, 1897-99. Instructor, Chicago Institute, 1900-01. Professor of Physiography, Harvard University, 1913-20. Geologist, U. S. Geological Survey. Fellow, American Academy of Arts and Sciences. Member, Geological Society of America, American Antiquarian Society, Chicago Academy of Sciences and the Association of American Geographers. President, National Council of Geography Teachers, 1920-21.

WILLIAM EDWARD STORY, PH.D. 17 Hammond St.

Professor of Mathematics, 1889-1921. Professor Emeritus.

LOUIS N. WILSON, LITT.D. 11 Shirley St.

Librarian, 1889-. Custodian of the Art Collection.

Litt.D., Tufts College, 1905.

*EDMUND CLARK SANFORD, PH.D., SC.D., LL.D.

Professor of Psychology and Education.

HENRY TABER, PH.D. 2 Pleasant Pl.

Professor of Mathematics, 1903-21. Professor Emeritus.

WILLIAM HENRY BURNHAM, PH.D. 767 Main St.

Professor of Education and School Hygiene.

Docent in Pedagogy, 1890-92; Instructor, 1892-1900; Assistant Professor, 1900-06; Professor, 1906-.

A. B., Harvard University, 1882. Instructor in Wittenberg College, 1882-83. Instructor, State Normal School, Potsdam, N.

*Died November 22, 1924.

Y., 1883-85. Fellow, Johns Hopkins University, 1885-86; Ph.D., 1888; Instructor in Psychology, 1888-89.

BENJAMIN SHORES MERIGOLD, PH.D. 166 Woodland St.
Professor of Chemistry.

Instructor in Chemistry, 1905-12, 1916-20; Professor, 1920-.

Assistant Professor of Chemistry, Clark College, 1903-08; Professor, 1908-20.

A.B., Harvard University, 1896; Assistant in Chemistry, 1896-1900; A.M., 1897; Ph.D., 1901. Instructor in Chemistry, Worcester Polytechnic Institute, 1900-03.

†FRANK BLAIR WILLIAMS, PH.D. 24 Loudon St.
Professor of Mathematics.

Scholar in Mathematics, 1897-98; Fellow, 1898-1900; Ph.D., 1900; Instructor, 1910-1920; Professor, 1920-.

Assistant Professor of Mathematics, Clark College, 1907-08; Professor, 1908-20.

C.E., University of Missouri, 1890; M.S., 1893; Teaching Fellow, 1892-93. Engineering Work, United States Government Surveys, 1890-92 and 1894; Assistant Engineer, 1895-97. Assistant Professor of Engineering, Union College, 1900-04; Professor of Engineering Mathematics, 1904-07.

GEORGE HUBBARD BLAKESLEE, PH.D., L.H.D. 21 Downing St.
Professor of History and International Relations.

Instructor in History, 1905-11; Professor, 1911-.

Instructor, Clark College, 1903-04; Assistant Professor, 1904-09; Professor, 1909-20.

A.B., Wesleyan University, 1893; L.H.D., 1923. Student, Johns Hopkins University, 1893-94. Graduate Student, Harvard University, 1898-1901; A.M., 1900; Parker Fellow, 1901-02; Ph.D., 1903. Universities of Berlin, Leipzig, and Oxford, 1901-03. Member of the Commission of Inquiry to prepare data for the United States Delegation to the Peace Conference, 1918-19. Member of the Council of the American Antiquarian Society. Member of Technical Staff, American Delegation, Conference on Limitation of Armament, Washington, 1921-22.

*CHARLES BREWSTER RANDOLPH, PH.D. 10 Otsego Rd.
Professor of German, 1920-. Director of the Summer School.

Instructor in Greek, Clark College, 1903-04; Instructor in Greek

†To be absent on leave, 2nd semester, 1925-26.
*Absent on leave, 1st semester, 1924-25.

and Latin, 1904-05; Assistant Professor, 1905-10; Professor of Latin, 1910-18; Professor of Latin and German, 1918-20.

A.B., Wabash College, 1896; Tutor in Classics, 1896-97. Graduate Student, Harvard University, 1901-03; A.M., 1902; Ph.D., 1905. Instructor in Greek and Latin, University of Illinois Preparatory School, 1897-1900. Student, University of Halle, 1900-01.

†Philip Hudson Churchman, Ph.D. 20 Institute Rd.

Professor of Romance Languages, 1920-.

Assistant Professor of Romance Languages, Clark College, 1908-11; Professor, 1911-20.

A.B., Princeton University, 1896; A.M., 1903; Instructor in French, 1900-04. Master, Chestnut Hill Academy, Philadelphia, 1897-99. Student, Universities of Paris and Grenoble, 1899-1900. Student, University of Paris, 1903-04. Instructor in French and Spanish, United States Naval Academy, 1904-05. Graduate Student, Harvard University, 1905-08; Instructor in Romance Languages, 1906-08; Ph.D., 1908. Visiting Lecturer in the University of Chicago, Summer Quarter, 1912.

**Haven Darling Brackett, Ph.D. 114 Woodland St.

Professor of the Greek and Latin Languages and Literatures, 1920-.

Instructor in Greek and Latin, Clark College, 1904-06; Assistant Professor, 1906-10; Assistant Professor of Greek, 1910-12; Professor of Greek, 1912-15; Professor of the Greek Language and Literature, 1915-20.

A.B., Amherst College, 1898. Master in Greek, Mercersburg Academy (Pennsylvania), 1898-99. Master in Greek, Lake Forest Academy (Illinois), 1899-1900. Sub-master, Boston Latin School, 1900-01. Graduate Student, Harvard University, 1901-04; Ph.D., 1904; Assistant in Ancient History, Harvard University, and Lecturer in Greek History, Radcliffe College, 1903-04.

*Leroy Allston Ames, A.M. 166 Woodland St.

Professor of English Literature, 1920-.

Instructor in English Literature, Clark College, 1908-10; Assistant Professor, 1910-15; Professor, 1915-20.

A.B., Harvard University, 1896; Assistant in English 1899-1900; Graduate Student, 1899-1901; A.M., 1901. Instructor in English,

---

†Absent on leave, 1924-25.

**To be absent on leave, 2nd semester, 1925-26.

*To be absent on leave, 1st semester, 1925-26.

Browne and Nichols School, Cambridge, Mass., 1896-99; Worcester English High School, 1901-06; Noble and Greenough School, Boston, Mass., 1906-07.

LORING HOLMES DODD, PH.D. 20 Sagamore Rd.

Professor of Rhetoric, 1920-.

Instructor in English, Clark College, 1910-13; Assistant Professor, 1913-16; Associate Professor, 1916-20.

A.B., Dartmouth College, 1900. A.M., Columbia University, 1901. Ph.D., Yale University, 1907. Instructor, Choate School, Wallingford, Conn., 1901-02. Instructor in English, St. Paul's School, Garden City, N. Y., 1907-10.

ROBERT HUTCHINGS GODDARD, PH.D. 17 Gates Lane

Professor of Physics.

Student in Physics, 1908-09; Fellow, 1909-11; A.M., 1910; Ph.D., 1911; Honorary Fellow, 1911-12, 1914-15, 1919-20; Instructor in Physics, 1916-18; Professor, 1920-.

Instructor in Physics, Clark College, 1914-15; Assistant Professor, 1915-19; Associate Professor, 1919-20.

B.S., Worcester Polytechnic Institute, 1908; Instructor in Physics, 1908-09. Research Instructor in Physics, Princeton University, 1912-13. Director of Research under U. S. Signal Corps, Worcester Polytechnic Institute and Mt. Wilson Observatory, 1918.

*GEORGE FREDERIC WHITE, PH.D. . .

Professor of Organic Chemistry.

Docent in Biological Chemistry, 1913-15; Instructor, 1915-20; Associate Professor of Organic Chemistry, 1920-21; Professor, 1921-.

Instructor in Organic Chemistry, Clark College, 1912-13; Assistant Professor, 1913-18; Associate Professor, 1918-20.

S.B., Massachusetts Institute of Technology, 1906; Assistant in Analytical and Organic Chemistry, 1906-08. Fellow, Johns Hopkins University, 1909-10; Ph.D., 1910. Associate Professor of Chemistry, Richmond College, 1910-12.

HOMER PAYSON LITTLE, PH.D. 156 Woodland St.

Professor of Geology, 1922-. Dean of the College.

A.B., Williams College, 1906. Fellow, Johns Hopkins University, 1909-10; Ph.D., 1910. Instructor and later Professor of Geology, Colby College, 1910-20. Lecturer in Geology, Bangor Theological Seminary, 1913, 1916, 1919. U. S. Geological Survey, 1907. Mary-

*Resigned, February, 1925.

land Geological Survey, 1908-10. Instructor, Johns Hopkins Summer School, 1921. Executive Secretary, Division of Geology and Geography of the National Research Council, 1920-22.

*Ellen Churchill Semple, A.M., LL.D., 941 Main St.

Professor of Anthropogeography.

Lecturer in Anthropogeography, 1921-22; Acting Professor, 1922-23; Professor, 1923-.

A.B., Vassar College, 1882; A. M., 1891. LL.D., University of Kentucky, 1923. Student, Leipzig University, 1891-92, 1895. Lecturer, University of Chicago between 1906-1923. Lecturer at School of Geography, Oxford University, England, summer terms 1912, and 1922. Ex-President, Association of American Geographers. Gold Medalist of American Geographical Society.

Samuel J. Brandenburg, Ph.D. 166 Woodland St.

Professor of Economics and Sociology, 1923-.

A.B., Miami University, 1904. Graduate Student, University of Illinois, 1908-09, and University of Chicago, 1905-09; Ph.M., University of Chicago, 1909. Professor of Economics and Librarian, Miami University, 1909-20. Graduate Student and Assistant, University of Wisconsin, 1920-22; Ph.D., 1922. Professor of Economics and Sociology, University of Arkansas, 1922-23. Visiting Lecturer in Economics, University of Texas, Summer, 1923.

†Alfred Lewis Pinneo Dennis, Ph. D.

Professor of Modern History.

Acting Professor of International Relations, second semester, 1922-23; Professor of Modern History, 1923.

A.B., Princeton, 1896. Student, Columbia, Heidelberg, and Harvard Universities, 1896-1901. Ph.D., Columbia University, 1901. Instructor and Professor of History and Political Science, Bowdoin College, 1901-04. Associate Professor of History, University of Chicago, 1904-05. Lecturer in History, Harvard University, 1905-06. Professor of History, University of Wisconsin, 1906-20.

Captain, Military Intelligence Division, General Staff, 1918-19. Assistant Military Attaché, American Embassy, London, reporting to Peace Conference, Paris, 1919. Awarded British Military Cross.

Carl Murchison, Ph.D. 11 Downing St.

Professor of Psychology, 1923-.

*In residence in first semester only.

†Absent on leave, first semester, 1924-25.

A.B., Wake Forest College, 1909. Rumrill Fellow, Harvard University, 1909-10. Student, Rochester Theological Seminary, 1910-13. Student, Yale University, 1914-(Jan.)16 Assistant Professor of Psychology, Miami University, 1916-19; on leave, 1917-19, 1922-23; Associate Professor, 1919-23. Instructor, Army School for Military Psychology, Camp Greenleaf, Georgia, 1918. Psychological Examiner and Camp Morale Officer, Camp Sherman, Ohio; Assistant, 1918-19; Chief, 1919. Johnstone Scholar, Johns Hopkins University, 1922-23; Ph.D., 1923.

WILLIAM HARDER COLE, PH.D. 3 Hitchcock Rd.

Professor of Biology, 1924-.

A.B., Hamilton College, 1914; Root Fellow, 1914-15. Graduate Student, Harvard University, 1914-16; A.M., 1916; Austin Teaching Fellow, 1920-21; Ph.D., 1921. Assistant in Zoology, Radcliffe College, 1915-1916. Instructor in Zoology, Pennsylvania State College, 1916-1920; on leave, 1917-1919. Professor of Zoology, Rutgers College, Summer Session, 1921-1923. Professor of Biology, Lake Forest College, 1921-1924.

WOLFGANG KOEHLER, PH.D.

Visiting Professor of Psychology, 1925 (Feb.)—1926 (Feb.)

Ph.D., University of Berlin, 1908; Head of Department of Psychology, 1920-.

WILLIAM HOMER WARREN

Professor of Organic Chemistry, 1925 (Feb.).

Assistant Professor of Chemistry, Clark College, 1911-12.

A.B., Harvard University, 1889; A.M., 1891; Ph.D., 1892. Instructor in Chemistry, Medical Department, Washington University, 1898-99; Assistant Professor, 1899-1900; Professor, 1900-11; Dean, 1908-11. Professor of Chemistry, Wheaton College, 1912-17. Captain, Q.M.C. and C.W.S., 1917-19. Research Chemist, 1919-25.

CAREY EYSTER MELVILLE, A. B. 16 Isabella St.

Associate Professor of Mathematics. Registrar. Secretary of the Graduate Board.

Honorary Fellow in Mathematics, 1906-15; Associate Professor, 1920-; University Registrar and Secretary of the Graduate Board, 1922-.

Assistant in Mathematics, Clark College, 1906-09; Instructor, 1909-10; Instructor in Mathematics and Physics, 1910-11; Assistant Professor, 1911-14; Assistant Professor of Mathematics, 1914-18; Associate Professor, 1918-20; Registrar, 1914-22.

A.B., Northwestern University, 1901; Teaching Fellow in Mathematics, 1901-02. Graduate Student, Johns Hopkins University, 1902-03. Instructor in Mathematics, Case School of Applied Science, 1903-06.

CHARLES FRANKLIN BROOKS, PH.D. 209 Lovell St.

Associate Professor of Meteorology and Climatology, 1921-.

A.B., Harvard University, 1911; A.M., 1912; Research Assistant, Blue Hill Observatory, 1912-13; Assistant in Meteorology and Physical Geography, 1913-14; Ph.D., 1914. Assistant and Collaborator in Farm Management, United States Department of Agriculture, 1914-18. Instructor in Geography, Yale University, 1915-18. Instructor in Meteorology, United States Signal Service, 1918. Meteorologist, United States Weather Bureau, 1918-21. Secretary (1919-) and Treasurer (1921-23), American Meteorological Society. Fellow, Royal Meteorological Society. Member, Association of American Geographers.

DOUGLAS CLAY RIDGLEY, M.S. 166 Woodland St.

Associate Professor of Geography, 1924-.

Lecturer in Geography, 1922-23; Special Lecturer, 1923-24; Associate Professor, 1924.

A.B., Indiana University, 1893. High School Instructor and Principal, Chicago Schools, 1895-1903. Professor of Geography and Head of Department of Geography, Illinois State Normal University, 1903-1922; on leave, 1921-22. Graduate Student, University of Chicago, 1921-22; M.S., 1922.

*CLARENCE FIELDEN JONES, PH.D. 193 Lovell St.

Assistant Professor of Economic Geography, 1923-.

B.S., University of Chicago, 1917; Assistant and Graduate Student, Department of Geography, 1919-23; Ph.D., 1923. Head of Department of Geography, State Normal School, St. Cloud, Minn., 1917-18. Instructor in Geography, Illinois State Normal University, Summer Session, 1920. Visiting Professor in Geography, Iowa State University, Summer Session, 1924. Lecturer in Geography, Western Illinois State Teachers' College, Summer Session, 1924. Associate Editor of *Economic Geography*, 1925-.

WILLIAM LEONARD LANGER, PH.D. 556 Chandler St.

Assistant Professor of European History, 1923-.

A.B., Harvard College, 1915; Graduate Student, 1919-23; Assistant in History, 1919-21; A.M., 1920; Bayard Cutting Travelling

*Absent on leave, second semester, 1924-25.

Fellow, 1921-22; Instructor in History, 1922-23; Ph.D., 1923. Instructor in Modern Languages, Worcester Academy, 1915-17. Graduate Student, Clark University, 1917. Student, University of Vienna, 1921-22.

JAMES BLAINE HEDGES, PH.D. 17 Clement St.
Assistant Professor of American History, 1924-.

A.B., University of Missouri, 1915; A.M., 1916. Fellow in History, Harvard University, 1916-17; Austin Teaching Fellow, 1919-20, 1922-23; Ph.D., 1924. Instructor in History, University of Oklahoma, 1920-21. Assistant Professor of History, Mills College, 1921-22. Secretary and Archivist, Harvard University Commission on Western History, 1923-24.

JOHN PAUL NAFE, PH.D.
Assistant Professor of Psychology, 1924-.

A.B., University of Colorado, 1911. Assistant in Psychology, Cornell University, 1921-22; Instructor, 1922-24; Ph.D., 1924.

†OLIVER EDWIN BAKER, PH.D.
Acting Professor of Agricultural Geography.

Professorial Lecturer in Agricultural Geography, second semester, 1922-23; Acting Professor of Agricultural Geography, 1923-.

B.Sc., Heidelberg (Ohio) University, 1903; M.S., 1904. M.A. Columbia University, 1905. Student, Yale University, 1907-08. Wisconsin Agricultural Experiment Station, 1910-12. Agricultural Economist, Bureau of Agricultural Economics, U. S. Department of Agriculture, 1912-. Ph.D., University of Wisconsin, 1921.

PERCY MARTIN ROOPE, A.M. 15 Shirley St.
Instructor in Physics, 1921-.

A.B., Clark College, 1920; A.M., Clark University, 1924; Honorary Fellow in Physics, 1924-25.

Instructor in Physics, Kalamazoo College, 1920-21.

EARL GODFREY MELLOR, A.B. 202 May St.
Instructor in Romance Languages, 1922-.

A.B., Clark College, 1918.

U. S. Ambulance Corps, 1918-19. Instructor, Blair Academy, 1919-21. Student, University of Paris; and Instructor, Ecole du Château, Soisy sous Etoilles, Seine et Oise, France, 1921-22.

JAMES ACKLEY MAXWELL, A.M. 908 Main St.
Instructor in Economics, 1924-.

†In residence second semester only.

A.B., Dalhousie University, 1921; A.M., Harvard University, 1923.

DAVID POTTER, M.Sc. 941 Main St.
Instructor in Biology, 1924-.

B.Sc., Massachusetts Agricultural College, 1916; Graduate Student and Assistant in Botany, 1921-23; M.Sc., 1923. Instructor in Biology, Albion College, 1923-24.

KURT E. ROSINGER, A.M. 893 Main St.
Instructor in German Literature and English Composition, 1924-.

A.B., University of Michigan, 1923; A.M., 1924.

VERVON ORVAL WATTS, A.M. 166 Woodland St.
Instructor in Sociology, 1924-.

A.B., University of Manitoba, 1918. Instructor, Brandon College, 1918-19. Assistant Principal, High School, Gilbert Plains, Canada, 1919-21. A.M., Harvard University, 1923; Assistant in Economics and Sociology, 1923-24.

CHARLES LANGDON WHITE, PH.D. 9 Hawthorne St.
Instructor in Economic Geography.

Fellow in Geography, 1924 (Feb.)-1925 (Feb.); Instructor, 1925 (Feb.)-.

B.S., Denison University, 1920. Fellow and Assistant, Department of Geography, University of Chicago, 1922-23. Instructor, Department of Natural Science, Iowa State Teachers' College, Summer Session, 1924.

CURTIS F. MARBUT, PH.D.
Special Lecturer on Soils, 1923-.

HOMER L. SHANTZ, PH.D.
Special Lecturer on Plant Geography, 1923-.

GUY H. BURNHAM, A.M. 19 Bowdoin St.
Cartographer, Graduate School of Geography.

ERNEST RAYMOND WHITMAN 1 Webster St.
Director of Physical Education.

FREDERICK HERBERT BAKER, M. D., (Harvard) 4 Linden St.
Medical Director.

FLORENCE CHANDLER 938 Main St.
Bursar.

W. Elmer Ekblaw, A.M. 6 Woodbine St.
Managing Editor, *Economic Geography.*

J. Edward Bouvier 22 Lenox St.
Musical Director.

Eugene C. Belknap 9½ Hancock St.
Curator, Department of Chemistry.

Frank G. Armitage, A.M. Estabrook Hall
Proctor, Estabrook Hall.

John W. Boardman 15 Shirley St.
Superintendent of Buildings and Grounds

ASSISTANTS

Helen S. Burfield, A.B., Psychology.

James P. Hannan, A.B., Chemistry

Russell B. Hastings, A.B., Physics.

Charles O. Heath, M.H., Economics and Sociology.

Harold R. Hosea, S.B., Economics and Sociology.

Grayson L. Kirk, A.B., History and International Relations.

Harold W. Landin, A.B., History and International Relations.

Eugene L. Richmond, A.B., Biology.

Henry Harrison Russell, A.M., Physical Education.

Edmund B. Towne, A.B., Chemistry.

Charles B. Wooster, A.B., Chemistry.

Richard M. Saunders, A.B., Geology.

Governing Boards and Committees

THE UNIVERSITY FACULTY

Secretary of the Faculty, Charles B. Randolph

The Faculty consists of the President, the Librarian, and all members of the staff giving regular courses of instruction. It has immediate supervision over the general educational work of the University and is responsible for the nomination to the Board of Trustees of candidates for baccalaureate degrees and for honorary degrees.

THE UNIVERSITY SENATE

An advisory board appointed by the President

President Wallace W. Atwood, *Ex Officio*

George H. Blakeslee	Homer P. Little
Samuel J. Brandenburg	Benjamin S. Merigold
William H. Burnham	Carl Murchison
Alfred L. P. Dennis	Charles B. Randolph
Robert H. Goddard	Edmund C. Sanford*

Louis N. Wilson

THE GRADUATE BOARD

The Graduate Board consists of the President and representatives of the departments offering advanced graduate instruction. It has general control, independently of the Faculty, of the work of the Graduate Division of the University and is responsible for the nomination to the Board of Trustees of candidates for the degrees of Master of Arts and of Doctor of Philosophy.

President Wallace W. Atwood, *ex officio*

George D. Blakeslee	Alfred L. P. Dennis
Samuel J. Brandenburg	Robert H. Goddard
Charles F. Brooks	Benjamin S. Merigold
William H. Burnham	Carl Murchison
William H. Cole	Edmund C. Sanford*

George F. White

Secretary of the Graduate Board, Carey E. Melville

*Died November 22, 1924.

THE COLLEGIATE BOARD

The Collegiate Board consists of the President, the Dean of the College, the Registrar of the College and six members of the Faculty, appointed by the President. It has immediate supervision over the work of the Undergraduate Division subject to the direction of the Faculty and recommends to the Faculty candidates for the degree of Bachelor of Arts.

President, Wallace W. Atwood
Collegiate Dean, Homer P. Little
Registrar, Carey E. Melville
} *Ex Officio*

Leroy A. Ames
Haven D. Brackett
William H. Cole
Benjamin S. Merigold, *Secretary*
John P. Nafe
Frank B. Williams

STANDING COMMITTEES OF THE FACULTY

The President of the University is *ex officio* a member of all committees of the Faculty.

ON THE DEGREE OF BACHELOR OF EDUCATION

The Committee exercises general supervision, subject to the approval of the Faculty, over the degree of Bachelor of Education.

Registrar, Carey E. Melville, *Chairman*
Collegiate Dean, Homer P. Little
Director of the Summer School, Charles B. Randolph
Director of the Home Study Department, Douglas C. Ridgley

ON THE SUMMER SCHOOL

Director of the Summer School, Charles B. Randolph
George H. Blakeslee
Carey E. Melville
Douglas C. Ridgley

ON THE CATALOGUE

George F. White, *Chairman*
Carey E. Melville
Homer P. Little

ON PERSONNEL AND ORGANIZATION

Elected annually by the Faculty to advise the President regarding the personnel and the organization of departments.

George F. Blakeslee
Haven D. Brackett
Samuel J. Brandenburg
Homer P. Little
Carey E. Melville
Charles B. Randolph

STANDING COMMITTEES OF THE GRADUATE BOARD

The President of the University is *ex officio* a member of all committees of the Graduate Board.

ON CREDENTIALS

The Committee passes upon applications for admission to the graduate division and makes recommendations to the Graduate Board in respect to Fellowships and Scholarships and candidacy for graduate degrees.

Charles F. Brooks, *Chairman*
The Secretary of the Board, Carey E. Melville, *ex officio*
George H. Blakeslee
Samuel J. Brandenburg

ON PROFICIENCY IN FOREIGN LANGUAGES

The Committee examines for proficiency in foreign languages candidates for the degree of Doctor of Philosophy.

Philip H. Churchman, Professor of Romance Languages
Charles B. Randolph, Professor of German
A representative of the student's major department

STANDING COMMITTEES OF THE COLLEGIATE BOARD

The President of the University and the Collegiate Dean are *ex officio* members of all committees of the Collegiate Board.

ON ADMISSIONS

Registrar, Carey E. Melville, *Chairman*
Haven D. Brackett
Robert H. Goddard

ON CURRICULUM

Leroy A. Ames
Philip H. Churchman
Registrar, Carey E. Melville, *ex officio*

ON STUDENTS' STANDING

The Registrar, and the instructors and advisers of the students under consideration.

ON STUDENTS' FINANCES

George F. White Frank B. Williams

ON COOPERATION WITH STUDENTS

Loring H. Dodd Benjamin S. Merigold

Charles B. Randolph

ON ATHLETICS

Haven D. Brackett Ernest R. Whitman

Frank B. Williams

ON AUTHORIZED EXCURSIONS

Charles F. Brooks Carey E. Melville

The University

HISTORICAL NOTE

Clark University is located in Worcester, Massachusetts, an industrial and educational center with a population of nearly two hundred thousand. It is distant about forty miles from Boston and from Providence, and about two hundred miles from New York City.

Situated at the eastern border of the Central Massachusetts upland at an altitude of nearly six hundred feet above sea level, excessive humidity is seldom experienced and the climate is bracing.

The University owes its existence to the interest in higher education of Jonas Gilman Clark, who was born at Hubbardston, Worcester County, Massachusetts, February 1, 1815. Conscious of the meagerness of his own early educational opportunities, he devoted his later years to the establishment and nurture of the institution which bears his name. In this he was ably assisted by his wife, Susan W. Clark, and by prominent citizens of Worcester. Mr. Clark died at Worcester on May 23, 1900.

The charter of the University was granted by the General Court of Massachusetts in 1887. The Graduate Division, with Granville Stanley Hall as president, received its first students in 1889. Special provision was made in Mr. Clark's will for the establishment of a collegiate Undergraduate Division with its own president but under the same general control as the Graduate Division. Carroll Davidson Wright was chosen president of the Undergraduate Division and students were first received in October 1902. After the death of President Wright in 1909, Edmund Clark Sanford, then Professor of Psychology in the Graduate Division, was chosen as his successor.

In June 1920, following the resignation of President Hall after thirty-two years of service in the Graduate Division and of President Sanford of the College, the Trustees announced the election of Wallace Walter Atwood to the presidency of both the Graduate and the Undergraduate Divisions of the University.

During the academic year 1920-21 the two faculties continued their separate organizations while plans for unification were being worked out. These plans, approved by the Board of Trustees, went into effect in 1921-22 and provided for the fusion of the two faculties into a single body.

With the reorganization of the University, provision was made for the establishment of a Graduate School of Geography, and in the fall of 1921 work in that school was begun with President Atwood as Director.

A Summer School with a six weeks' session has been conducted each year, beginning in 1921.

GROUNDS AND BUILDINGS

The University Campus is a tract of about eight acres bounded by Main, Woodland, Maywood, and Downing Streets, about a mile and a quarter from the City Hall. Here the principal buildings are located. Besides this tract, the institution owns the athletic grounds between Maywood and Beaver Streets, where the tennis courts are located, the athletic field of about six acres at the corner of Park Avenue and Beaver Street, about five minutes' walk from the University, the land on the corner of Woodland and Charlotte Streets, where Estabrook Hall is located and the Hadwen Arboretum, the bequest of Mr. O. B. Hadwen, a tract of about twenty acres situated on Lovell and May Streets.

The Main Building, completed in 1889, is a four story granite and brick building, 204 feet by 114 feet, of fire resisting construction, containing about ninety rooms.

The Science Building, completed in 1889, is constructed of brick with brick partitions throughout. It has the form of a letter L with each wing about 135 feet in length. The wing adjacent to Woodland Street, containing about twenty-eight rooms on three floors, is occupied by the Department of Chemistry. The other wing, containing about twenty-two rooms on four floors, is occupied by the Department of Physics.

The Library Building, completed in 1903, is architecturally the most noteworthy of the University buildings. The design is a modern adaptation of the Gothic style. The exterior is of brick on a granite foundation. The interior is finished through-

out in oak. The building, facing Main Street and extending back along Downing Street, is 78 feet by 168 feet and three stories in height.

The Geography Building, completed in 1910, is 56 feet wide and extends along Main Street for 111 feet. It is connected by corridors to the Library Building, which it matches in design.

Estabrook Hall, a dormitory for about fifty students, is the newest addition to the University buildings. This is an attractive brick building, 43 feet by 125 feet, and three stories in height, including the Dining Hall, built in 1908, on the ground floor. The dormitory and dining hall are both supplied with the most modern equipment throughout. The dining hall has accommodations for about two hundred.

The University also owns three residences opposite the Main Building on Woodland Street, and several others, all occupied by members of the staff.

ORGANIZATION

The University includes:

The Undergraduate Division offering a general collegiate course leading to the A.B. degree.

The Graduate Division offering advanced instruction leading to the A. M. and Ph. D. degrees.

The Graduate School of Geography, offering special training leading to higher degrees in Geography and related subjects.

The Summer School, offering both undergraduate and graduate instruction with special reference to candidates for the degree of Bachelor of Education.

The Library, with its separate endowment, offering unusual opportunities for study and research.

The courses of study offered are distributed among fourteen departments:

1. Ancient Languages and Literatures
2. Biology
3. Chemistry
4. Economics and Sociology
5. Education and School Hygiene
6. English Language and Literature
7. Geography

8. Geology
9. German Language and Literature
10. History and International Relations
11. Mathematics
12. Physics
13. Psychology
14. Romance Languages and Literatures

Announcements of the different divisions and of the different departments will be found, each under its own heading, in the following pages.

THE ACADEMIC YEAR

The academic year begins on the fourth Thursday in September, and Commencement Day is the thirty-eighth Monday following (the second or third Monday in June). The first semester ends on the Saturday before the twentieth Monday, and the second semester beings on the twentieth Monday of the academic year. There are three recesses during the college year: Thanksgiving Day and the two days following; ten to eleven days including Christmas and New Year's Days; and the week including the nineteenth of April. University exercises are suspended also on Columbus Day, Washington's Birthday, and Memorial Day, and during some of the morning hours on Founder's Day, in order to permit students to attend the commemoration exercises.

The Summer School begins on the Monday following July 4, and continues in session for six weeks.

Students are expected to be present on the first day of each term and to continue in attendance from day to day to the end of the term.

ADMISSION

Three classes of students are admitted:

1. Undergraduates. For requirements see page 37.
2. Graduate students. For requirements see page 48.
3. Special students. (a) Mature persons, not candidates for a degree, who wish to take advantage of the opportunities for study afforded by the University, and who give satisfactory evidence of adequate preparation for the work which they wish

to undertake. (b) Students who are candidates for the degree of Bachelor of Education. For requirement see pages 49 and 75.

Requests for information and for application forms should be addressed to the Registrar.

REGISTRATION

Registration and election of courses takes place on or before the opening day of the academic year, and, when there is any change of program for the second semester, before the first day of the semester.

Registration for the Summer School takes place on the first day of the session.

TUITION AND FEES

The tuition in the Undergraduate and Graduate Divisions is $150 per year, payable in two equal installments. These installments are due at the beginning of each semester. If the tuition is not paid within ten days after it is due the enrollment of the student lapses. A student whose enrollment has lapsed for non-payment of tuition may be re-enrolled, with permission of the proper administrative officer, on payment of the overdue tuition with an additional fee of $2.

Special Students and others carrying small programs are charged at the rate of $30 for a course meeting one hour weekly through the year, and $15 for each additional hour per week through the year.

Tuition in the Summer School is $20 for a single course and $35 for two or more courses. Tuition may be paid at any time before the opening of the Summer School, and must be paid by noon of the first Saturday of the term.

A matriculation fee of $5 is required of all students entering Clark University. This is paid but once, and permits a student to return successive years, or after a period of absence, without any further charge for matriculation. This fee applies also to students who register for the Summer School.

Laboratory fees are charged according to the following schedule:

$2.50 each semester for undergraduate laboratory courses in Biology, Chemistry, Geology, Physics, and Psychology.

A deposit of $2 for each course, to cover damage, is required of students taking undergraduate laboratory courses in Biology. Any balance remaining at the end of the year is returned on application; and if the deposit is not sufficient to cover damage, any excess is collected by the Bursar.

A deposit of $10 for each course, to cover breakage, is required of students taking undergraduate laboratory work in Chemistry. Any balance remaining at the end of the year is returned on application; and if the deposit is not sufficient to cover breakage, any excess is collected by the Bursar.

A deposit of $25 is required of each graduate student in the Department of Chemistry, at the beginning of the year. Ordinary supplies and materials are charged to the student's account at cost. Any balance remaining is refunded at the end of the year.

Graduate students taking undergraduate courses pay the same fees and deposits as undergraduates.

Laboratory fees and deposits for breakage are due at the time of registration for the courses.

Diploma fees are charged according to the following schedule:

$5 for the Bachelor of Arts or the Bachelor of Education diplomas.

These fees are due before the delivery of the diploma.

$10 for the Master of Arts diploma.

$25 for the Doctor of Philosophy diploma.

These fees are due when applications for admission to candidacy are filed.

DINING HALL AND DORMITORY

Board at the Dining Hall is furnished at a reasonable rate which has varied from year to year. During the current year the charge has been $7 per week.

Undergraduates who do not live in their own homes are required to board at the Dining Hall.

Estabrook Hall, the undergraduate dormitory completed in 1924, provides accommodations for about fifty students at a cost of $150 a year each for two students in a suite of two rooms, or $115 each for two in one room. Dormitory room rent is payable either in advance or one-fifth at the beginning of the academic year and one-tenth on the first day of November, December Jan-

uary, February, March, April, May and June. In case of voluntary or involuntary withdrawal from the College, room rent is charged to the first of the calendar month following the date of withdrawal. Each student is required to deposit $10 before occupying a room. This deposit is returned, less any charges for damage to the room or its furnishings, when the key to the room is surrendered to the Bursar. A deposit of fifty cents is required from each student for a key to his room.

Freshmen not living in their own homes are required to room in Estabrook Hall. Rooms not required for Freshmen may be rented by upper classmen or by graduate students. Rooms are assigned to Freshmen in order of application, when the application is accompanied by a deposit of $10. Students who indicate a desire to room together will be accommodated whenever possible.

The University also has dormitory accommodations for a small number of graduate students. Lodging can be secured in private houses within convenient distances at a cost for furnished room as low as $2.50 per week.

OTHER EXPENSES

In addition to the fees and other charges enumerated above, students will find that the necessary expenses of living in Worcester is comparable with similar costs in any large city and that the total is largely dependent upon the individual's habits and tastes.

The cost of books varies greatly with the programs of study and no definite estimate of this item of expense can be given. The University maintains a book store which is operated without profit in order to reduce the cost of text-books and supplies.

HEALTH AND PHYSICAL TRAINING

The Medical Director, Doctor Frederick H. Baker, exercises general supervision over matters of health and hygiene in the University. For undergraduates a thorough medical examination is required at the beginning and end of each year. Three hours per week of Physical Training are required of all who are not excused for adequate reasons. Medical examinations and Physical Training are optional with graduate students.

The Medical Director is available during the academic year

for conferences and medical advice. It is intended that his services shall be primarily of a preventive nature. The University does not conduct an infirmary and does not undertake to care for cases of illness requiring medical attention or hospital accommodations, although it will cooperate in every possible way in meeting such emergencies.

The Director of Physical Education has supervision over all required Physical Training and other athletic activities. In the matter of intercollegiate contests he is assisted by the Committee on Athletics of the Faculty.

The University has two athletic grounds. The smaller one lies across Maywood Street from the campus and includes tennis courts and a cinder running track about an eighth of a mile in length.

The larger athletic field, secured in 1924, is located at the corner of Beaver Street and Park Avenue about five minutes' walk from the University. Improvements are being rapidly completed here and the grounds will probably be available for soccer in the fall of 1925. A baseball field, a half-mile running track, and a 220 yard "straightaway" will also be provided.

The gymnasium is located on the ground floor of the Main Building. Individual steel lockers and an ample number of shower baths are provided.

The Library

Louis N. Wilson, *Librarian*
Edith M. Baker, *Assistant Librarian*
Helen J. Elliott, *Cataloguer*
Assistants
Ethel L. Hartness, Lucille J. Littlefield,
Edith L. Sawyer, Lorna H. Shaw
John J. Toomey, Irvin E. Crouch, *Student Assistants*

The Library under the terms of Mr. Clark's will received one quarter of his estate for the "support and maintenance of a University Library." Thus the Library is well endowed and is able to provide amply for the needs of all departments.

The Library is situated on the corner of Main and Downing Streets. A full description of the building and of the Proceedings at the Public Opening which was held January 14, 1904, will be found in the Publications of the Clark University Library for April 1904 (Vol. 1, No. 3).

The Library contains over 109,000 bound volumes and pamphlets, and the reading room receives over 500 journals.

The books are grouped as follows:

A Works of General Reference
B Journals
C Mathematics
CD Mathematics-Physics
D Physics
DE Physical Chemistry
E Chemistry
F Biology, Zoölogy, Botany, Physiology, Neurology.
G Geography
H Pathology
I Psychology
J Philosophy
K Religious Psychology
L Biography
M Anthropology
N Education
O General Science
P History
R Political and Social Science Economics
S English
T Modern Languages
U Classics
W Practical Arts
X Library Science
Y Art
Z European War

Tuesday and Friday mornings, each week, all books recently added to the Library are placed upon a table in the reference section where they remain for three days. This affords the members

of the University an opportunity to examine the new books in all departments before they are placed upon the shelves for circulation.

Particular attention is paid to the needs of students engaged in research work. The Library already possesses a good collection of complete sets of the best scientific periodicals. It makes liberal purchases for individual needs and supplements these by drawing upon the resources of the older and larger libraries through the inter-library loan system. The number of books added each year is about four thousand volumes.

The books in the Art Department are accessible on application to the Librarian, but, by the terms of the Founder's will, they cannot be taken from the building.

All the privileges of the Library are open to all members of the University, and each member has direct access to every book and journal.

The Library is open from 8 a. m. to 10 p. m. each week day, (except on legal holidays) during term time and during the Summer School session.

Art Department

In his last will and testament the Founder of the University bequeathed

"the sum of $100,000, as an endowment fund for the Art Department of said University, and said sum is to be held and kept sacred and intact as a principal not to be used or expended under any conditions; but the income, interest or proceeds thereof shall be used only in putting and keeping said works of art or others given or obtained for said department in good condition and in taking care of them; and then if there is a surplus of the income of said fund left, I will and direct that it be used in the purchase of additional works of art or of such matters as will add to the usefulness and efficiency of said Art Department."

Under these conditions a large room has been furnished and equipped on the upper floor of the Library Building. Upon the death of Mrs. Clark, those of the Founder's collections that were deemed most suitable for this purpose were arranged and displayed in this room, together with his most valuable books, which, by the conditions of the will, cannot be removed from the build-

ing. A complete catalogue of these books and paintings has been published in the Publications of the Library, Vol. 2, No. 1.

The Art Department is open daily (except Sundays and holidays) from 9 a. m. to 5 p. m.

Four portraits and one landscape painting have been added to the collection:

1909. Portrait of the late Carroll D. Wright, president of Clark College from 1903 to 1909, by the late Frederick Vinton of Boston. This painting was awarded the Temple Gold Medal at the 1909 Exhibition of the Pennsylvania Academy of Fine Arts.

1911. Portrait of G. Stanley Hall, president of Clark University from 1888 to 1920, by the late Frederick P. Vinton of Boston.

1913. Landscape painting, "Snowing," by Joseph H. Greenwood of Worcester.

1914. Portrait of Edmund C. Sanford, president of Clark College from 1909 to 1920, by Joseph De Camp of Boston.

1921. Portrait of Augustus George Bullock, member of the Board of Trustees since 1901 and president of the Board from 1905 to 1919, by Leslie P. Thompson of Boston.

To commemorate the twenty-fifth anniversary of the University the Board of Trustees, early in 1914, commissioned Mr. Victor D. Brenner of New York to prepare a medal to mark that event. The medal is made of bronze and is three inches in diameter. On the obverse is delineated the head of President G. Stanley Hall, and on the reverse a beautiful allegorical group symbolizing the spirit of the University and the legend,

> "Knowledge is proud that he has learned so much,
> Wisdom is humble that he knows no more."

Scale models of the buildings and the University grounds have been made by T. J. McAuliffe and Son of Worcester, under the direction of the architects, Messrs. Frost and Chamberlain.

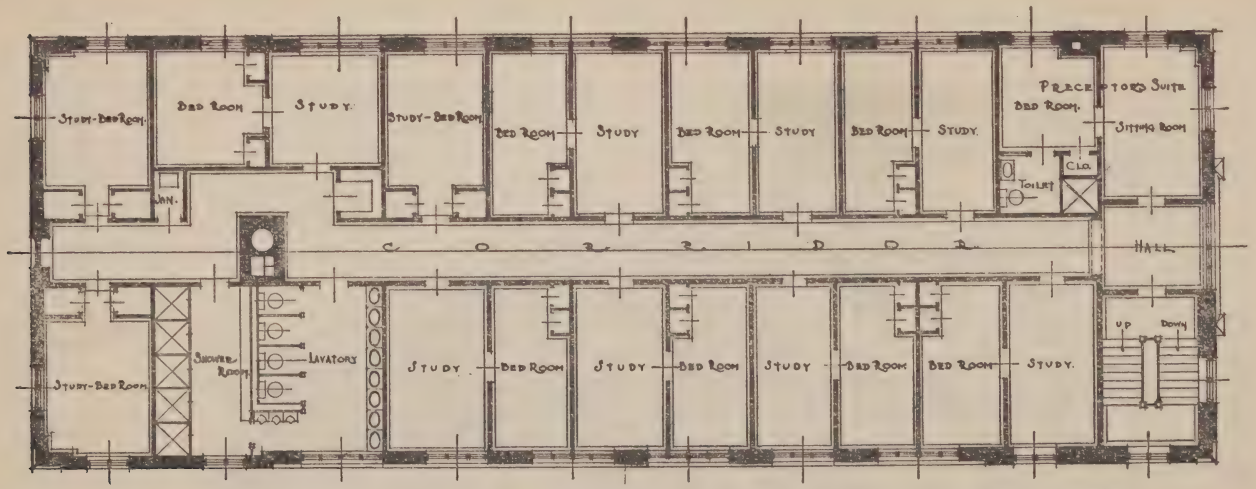
Shortly before his death Dr. Sanford gave the Art Department a silver vase bearing an etching of Fuji-Yama and inscribed, "To Dr. E. C. Sanford from Nakanishi and Kakise, Tokio, 1921."

The Undergraduate Division
(Clark College)

The unique features of the College are its flexible system of admissions, the adjustment of its requirements for the degree of Bachelor of Arts to different types of preparation for college work, and the emphasis upon a three-year course for well-prepared students who are willing and able to maintain a high standard of scholarship and to complete in this time the 120 semester hours of credit required for graduation.

The three-year course was adopted as the normal one for the baccalaureate degree when the College was established in 1902. This innovation was in part due to the emphasis placed upon a three-year course in the will of the founder, and in part the result of a conviction that properly prepared students could, under favorable conditions, secure in three years a training in no substantial degree inferior to that ordinarily obtained in a four-year college course. Increasing pressure, on the one hand, for the admission of high school graduates who could not qualify for the three-year course and, on the other hand, for a larger development of extra-curricular activities, including athletics, has led to a modification of this plan. Beginning with the class which entered in September 1922, a regular four-year course leading to the Bachelor of Arts degree has been offered. The opportunity for completing the requirements for graduation in three years continues to be open to qualified students and to be emphasized in accordance with the traditional policy of the College and the intent of its founder.

The College has a competent faculty, large in proportion to the number of students, and is well equipped for the work which it undertakes. It especially commends itself to earnest young men who wish to economize either in time or money. In accordance with the expressed wish of the founder, the tuition has been kept as low as possible. A general and well-balanced undergraduate curriculum leading to the degree of Bachelor of Arts is offered. Distinctively vocational or professional work is not



THIRD FLOOR PLAN
SCALE 1" = 10' FEET

DINING HALL AND DORMITORY
CLARK UNIVERSITY

This dormitory is primarily for Freshmen students. All Freshmen who are living away from home while attending the College and who are not excused by special action of the Collegiate Board are required to live here during their first year. The rent for the rooms has been placed at a very modest figure, much less than rooms of similar equipment and attractiveness can be secured for in the neighborhood of the College. A proctor lives in the building and has general supervision over the life in the dormitory.

DINING HALL AND DORMITORY
CLARK UNIVERSITY
WORCESTER, MASS.
FROST, CHAMBERLAIN & EDWARDS ARCHITECTS
WORCESTER, MASS

offered. Certain departments, particularly the Department of Chemistry, have however been able to give a training which has enabled students to take up professional employment immediately after graduation.

A complete statement in regard to fees and expenses will be found on pages 27 to 29.

SCHOLARSHIPS AND STUDENT AID

The Jonas G. Clark Scholarship established by the Trustees in January, 1925, provide scholarships of the value of one hundred dollars each to fifty undergraduates. These scholarships replace the smaller number of Undergraduate Scholarships previously available. Twenty of these scholarships are reserved for applicants for admission to the Freshman Class who rank in the upper quarter of their graduating classes in preparatory schools, eight of them being for graduates of the Worcester High Schools. Of the remaining thirty scholarships, ten will be reserved for each of the three upper classes for students who rank in the upper quarter of the class.

The Livermore and Ambulance Scholarship was endowed by citizens of Worcester in honor of Charles Randall Livermore, Clark College, '17, the first Clark man to fall in battle, and of his companions in the Clark Unit of Ambulance Drivers. A scholarship of fifty dollars or more is offered from the income of the fund, to be awarded on the basis of academic success, character and usefulness to the College. The scholarship is open to students in regular standing in any class of the College who are residents of Worcester County, but preference will be given, other things being equal, to members of the Clark Unit still studying as undergraduates.

The Henry A. Willis Fund, of $5,000 provides an annual scholarship for students coming from Fitchburg and vicinity, but in the absence of a suitable recipient from this community other disposal may be made.

The B'nai Brith Scholarship is the income from a fund of $2,000 provided by the Order of B'nai Brith, primarily but not exclusively for the aid of Jewish students.

Applications for undergraduate scholarships should be filed with the Registrar of the College not less than ten days before the beginning of the semester for which they are to be awarded. Applicants for Jonas G. Clark scholarships must have attained in their previous work at Clark or elsewhere an average standing entitling them to rank in the highest quarter of their respective classes. Awards are made by the Collegiate Board.

The Board expressly reserves the right to award less than the full number of scholarships in any year if less than the full number of worthy candidates apply or if for any other reason this may seem advisable.

Aid which is given in the form of scholarships is not regarded as a loan. If however, those who avail themselves of such aid are able to return the amount in later years, the sums, whatever they may be, will be put into the Funds of the University for the use of other students in like circumstances.

LOAN FUNDS

The Clark College Loan Fund. Grants from this fund are made on recommendation of the President or Dean of the College in amounts determined by the need of the applicant but seldom in excess of one hundred dollars per year to any single applicant. The loans are covered by notes payable at a fixed date after graduation and bear interest after maturity at the rate of six percent per annum. In order to be eligible for a grant from this Fund the student's academic record must give him rank above the lowest third of his class. Applications may be made at any time.

The Estabrook Loan Fund. This is a revolving Fund created by the generosity of the late Arthur F. Estabrook of the Board of Trustees and now amounting to a total of about four thousand two hundred and fifty dollars. The fund is administered by the Dean of the College. Grants from the money available are made at any time without the requirement of the standing in scholarship applying to the College Loan Fund. The notes given to cover the grants bear interest at the rate of six per cent per year. It is expected that loans from this Fund will be repaid as promptly as possible.

The Alumni Fund. An alumni loan fund has been contributed by L. Kelly Foster, C. B. L. Kelley, Isadore Lubin and H. M. Smith, and others. This fund amounts to about $500. Mr. Kelley has continued to give financial assistance to one or more deserving students each year.

ADMISSION

It is the practice to regard every admission as an "admission on trial" to the actual work of the College. A student whose record fails to meet the expectations implied by his admission may be required to withdraw at any time.

No applicant will be admitted with conditions to be made up after entrance.

Applications for admission should be made as early as is practicable. The official transcript of the applicant's preparatory school record and the certificate of character which is required should be sent directly to the College by the school official who signs them. Applicants should present themselves in person, if possible, to a member of the Committee on Admissions.

For additional information and for blank forms address the Registrar.

Admission to the Freshman Class*

The requirements for admission to the Freshman Class are:

1. Graduation from an approved New England high school or institution of like standards with a course representing not less than fifteen acceptable units of school work, or the substantial equivalent of such preparation.

Note 1. No preparatory school will be regarded as approved which requires for graduation less than four full years of study after the usual grammar school course.

Note 2. The standard unit of quantity in preparation is a quarter of a year's work, the amount of work usually covered in a subject taken four or five times a week through a year of thirty-eight to forty weeks with recitation periods of not less than forty minutes.

2. A reasonable distribution of the units offered among the subjects included in the high school curriculum and a reasonable amount of continuity. A single year's work in a foreign language

*Beginning September, 1926, fifteen units of certified preparatory work will be required, with an allowance of two "conditions."

is usually not regarded as an acceptable unit in meeting requirements for admission.

3. Creditable standing in the preparatory school. This is generally interpreted to mean that at least two-thirds of the units presented must have received a grade which the school gives for work which it is willing to "certify" for admission to college. It is not to be assumed however that ten units of "certified" work will of itself secure admission without regard to the quality of the remaining five units. Applicants who have made exceptionally creditable records in their preparatory school courses may be admitted with only fourteen units.

4. At least two units of Algebra or Geometry, or one unit each of Algebra and Geometry.

Applicants whose preparation has been irregular will be accepted, if at all, only after a thorough consideration of each individual case by the Committee on Admissions.

Candidates unable to meet in full the requirements indicated above may gain additional units by passing the examinations offered in June by the College Entrance Examination Board. Information concerning the Board may be obtained by pupil or teacher on addressing 431 West 117th St., New York City. Applications and fees must be forwarded to the Board at least four weeks before the intended examinations.

In September examinations are conducted by the College and held in Worcester only. Examinations will be given in 1925 according to the following schedule.

MONDAY, SEPT. 21		TUESDAY, SEPT. 22	
9 A. M.	English	9 A. M.	History
11 A. M.	Algebra	11 A. M.	Chemistry
1 P. M.	French	1 P. M.	Physics
	German	3 P. M.	Biology
3 P. M.	Spanish		Latin
	Geometry		Greek

In connection with these examinations, general intelligence tests may also be used.

Admission to Advanced Standing

A student who wishes to enter the College after previous study at another institution of college grade is required to submit a letter of honorable dismissal, a complete transcript of his record

at the last institution attended and such other information as the Committee on Admissions may request. If he is admitted he will be provisionally assigned to the Freshman, Sophomore, Junior, or Senior class and will be permitted to register for such courses as he is prepared to undertake. He will not be given a final class rating or a definite amount of credit for work done elsewhere until he has been in residence for at least one semester. After satisfying this requirement as to residence he will be given credit for the work done at any other institution to an amount depending in each case upon the time spent upon it, the grade received, and upon the record made here. Such credit is granted by the vote of the Collegiate Board upon the recommendation of the Registrar.

The Bachelor's degree will not be conferred upon a student who has not spent at least a year in residence here, and usually not unless the time spent in residence includes the two semesters immediately preceding the granting of the degree.

FACULTY ADVISERS

When a student is accepted by the Committee on Admissions he is assigned to a member of the Faculty who will act as his adviser. The adviser will assist the student in making up his program of studies for registration and will be ready at all times to afford him help and counsel, either in regard to problems of the student's college life or other matters. The student should consult with his adviser as soon as possible in order to outline his program of studies before the opening of the college year. In all cases of action directly affecting a student the adviser is his representative before the Faculty and will present the student's views and desires.

REGISTRATION

Registration of the program of studies is required on or before the first day of the academic year, and in case of any change of program for the second semester, on or before the first day of the semester. Due notice is given by the Registrar in advance of these dates in regard to the detailed procedure of registration.

A student's record of attendance begins with the first day of the semester, and no credit for attendance is given until registration is completed. In cases of delayed registration unexcused

absences are recorded for all scheduled meetings of courses unless excuses acceptable to the Collegiate Board are presented.

During the first week of any semester changes of courses may be made for sufficient reason with the written approval of the student's adviser and the instructors concerned. After the first week of any semester no changes may be made except such as are authorized by special vote of the Faculty or of the Collegiate Board.

The election of a *major* and *minor* is required as a part of registration at the beginning of a student's second year in College, This election when once recorded may be changed only at the beginning or end of a semester, and then only with the approval of the Dean. Although the *major* and *minor* are not officially regarded as fixed until the student's second year in College he should plan his course from the beginning as definitely as possible with his probable choice in view.

THE CURRICULUM

The curriculum is arranged upon a plan which permits considerable freedom of adjustment to individual differences of interest. Each student's program of studies contains two principal subjects (a *major* and a *minor*) together with required courses in English and certain subjects chosen in accordance with rules intended to insure a reasonable distribution of work among the various departments. A large part of each program is made up of courses chosen without restriction.

A *major* consists of at least twenty-four semester hours and a *minor* of at least eighteen semester hours made up of such courses as are specified in the announcements of the various departments.

In order to facilitate the statement of requirements, the departments of instruction are grouped in three divisions:

Division A

Biology, Chemistry, Geology, Mathematics, Physics

Division B

Economics and Sociology, Education and School Hygiene, Geography, History and International Relations, Psychology.

Division C

Ancient Languages, English, German, Romance Languages.

STUDENT PROGRAMS

Regular students normally carry programs which yield a credit of fifteen or sixteen semester hours for each semester, in addition to the required work in Physical Training. These programs may include lectures, recitations, or work in laboratories. In general it is expected that all courses will require two hours of preparation for each lecture or recitation. Three hours are assumed for each laboratory period which is counted as the equivalent of an hour of recitation and its two hours of preparation.

A student carrying the regular program should expect his college work to require from forty-five to fifty hours of his time per week, in addition to the work in Physical Training.

Candidates for the Bachelor's degree in less than four years will generally carry programs of from eighteen to twenty hours per week and should expect to spend practically their entire time on their college work.

Each student elects one of the fourteen departments in which he will complete a *major,* and a related department in which he will complete a *minor.* The choice of *major* and *minor* usually involves certain specific requirements in other subjects. For these and for statements as to what particular courses may be used for a *major* and a *minor* the announcements of the different departments should be consulted.

First year students must make up their programs entirely from courses designated as "Open to Freshmen." The program for the Freshman year must include:

1. English 11.
2. A course in Foreign Language
3. A course in Division A
4. A course in Division B, including Psychology 111a in the first semester.
5. An elective
6. A second elective, for students who plan to complete the course in three years.

The elective will be in Mathematics for students who expect to *major* in Science and in Latin or Greek for students who expect to *major* in Foreign Language. Other students may meet the requirements (c) page 42, by electing either Greek, Latin,

Mathematics, or a third year college course in a modern foreign language.

Undergraduates, other than Freshmen, may enter any course listed "primarily for undergraduates," for which, in the judgment of the instructor in charge, they are prepared. Seniors are admitted, at the discretion of the instructor in charge, to courses listed "for graduate students and advanced undergraduates;" Juniors may be admitted to these courses only by special vote of the Collegiate Board. Undergraduates are not admitted to courses "primarily for graduate students" except in rare cases, and then only by special vote of the Collegiate Board and of the Graduate Board.

A course in English composition (Eng. 14b) is required in the second year of all students except those who ranked in the upper quarter of the required course in Freshman English. (Eng. 11).

PHYSICAL TRAINING

Regular gymnasium exercise is required of all students (with certain exceptions) for the general promotion of their health and mental efficiency. The hours at which this work is given are set at times which avoid conflict with recitation hours.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

1. A minimum period of study in residence of three academic years.

2. One hundred and twenty semester hours of credit with a satisfactory standing, in addition to the required work in physical training. The 120 hours required for graduation must include:

   a. A *major* of not less than twenty-four semester hours.

   b. A *minor* of not less than eighteen semester hours.

   c. A requirement depending on the choice of the *major* subject, six semester hours.

      Those majoring in Division A must take Mathematics in the Freshman year.

      Those majoring in Division B must take either Greek, Latin, Mathematics or a third year college course in Modern Foreign Language, subject to the approval of the Department in which the *major* lies. (French 112, Scien-

tific French, is not accepted in fulfillment of this requirement.)

Those majoring in Division C must take Greek or Latin in the Freshman year. This requirement is waived if two units of Greek or Latin are presented for admission.

Work taken in fulfillment of this requirement (c) may also be counted toward the fulfillment of requirement (e) or (f).

d. *English,* twelve semester hours, including English 11 required in the first year, and six semester hours additional required before the end of the third year.

The required work in English includes a course in English Composition (Eng. 14b) taken in the second year for all except those students who rank in the upper quarter of English 11.

e. *Foreign Language,* at least thirty semester hours including credits accepted for admission. Foreign language accepted for admission will be credited towards the fulfillment of this requirement on the basis of six semester hours for two units of preparatory work in one language, twelve semester hours for three units in one language and eighteen semester hours for four units.

One foreign language course of at least second year college grade must be taken in college.

The thirty semester hours required may be divided between any two languages or among any three, but not less than six semester hours will be accepted in any one language and at least eighteen semester hours are required in one language.

For students graduating in June, 1926, or earlier the requirement is twenty-four semester hours divided between two languages with not less than six semester hours in each.

f. *Division A,* twelve semester hours for students whose High School course included two or three units of Science in addition to Mathematics. For students who presented only a single unit of Science, this requirement is 18 hours. For students who presented four units of Science, the requirement is reduced to six semester hours.

This requirement, if more than six hours, must be divided between at least two departments, and six semester hours of it must be in some one laboratory course in Biology, Chemistry, Geology, or Physics.

g. *Division B,* twelve semester hours for students whose High School course included two or three units of History or related subjects. For students whose High School course included only a single unit in this field, the requirement is eighteen semester hours. For students whose High School course included four units in this field, the requirement is reduced to six semester hours.

This requirement of more than six hours must be divided between at least two departments with not less than six semester hours in each.

3. *Physical Training,* three hours per week through the course. except during the second semester of the senior year. Any student may be excused from this requirement for adequate reasons.

Students who satisfy all of the foregoing requirements will be recommended for the degree of Bachelor of Arts unless in the judgment of the Faculty there is cause for withholding this recommendation.

GRADING AND SCHOLARSHIP

A student's scholarship record is determined by his relative standing in each of his courses. College regulations concerning scholarship are based on the fundamental assumption that in any large class the major portion will do fairly satisfactory work and that the remainder will be about equally divided between those who clearly rank above and those who as clearly rank below the group just mentioned.

In recognition of the superior quality of work necessary to insure a high rank, additional credit is given to students who are ranked in the upper quarter in any three-hour course. This extra credit varies from two-tenths of an hour to one-half an hour.

A student is not permitted to count toward the A.B. degree more than forty-eight semester hours of credit for courses in which his rank places him in the lowest quarter of his class.

CLASSIFICATION OF STUDENTS

Students are classified as Freshmen, Sophomores, Juniors and Seniors, on the following basis:

A student who, at the beginning of any academic year, has credit of less than 15 semester hours, is classified as a Freshman for that year.

A student who, at the beginning of any academic year, has credit of 15 hours or more, but less than 48 hours, is classified as a Sophomore for that year.

A student who, at the beginning of any academic year, has credit of 48 hours or more, but less than 84 hours, is classified as a Junior for that year.

A student, who at the beginning of any academic year, has credit of 84 hours or more, is classified as a Senior for that year.

Students who have announced their intention of becoming a candidate for the degree of Bachelor of Arts in three years and who, at the beginning of their third year have completed eighty semester hours or more of credit, are classified as Seniors for that year.

HONORS

"First Honors" and "Second Honors" are awarded annually to those members of each class who have, in the judgment of the Faculty, distinguished themselves by their scholarship during the year.

The Bachelor's degree is awarded "With Honor," "With High Honor," and "With Highest Honor" to those members of each graduating class who have made the most creditable records.

In 1914 the Clark Scholarship Society was organized. The society is similar in aims to the Society of Phi Beta Kappa. Its object is, "to maintain a high and broad conception of scholarship; to encourage devotion to scholarship, so conceived; to promote a close relation for mutual benefit between the undergraduate members and the faculty members of the Society." Membership in the Society is open to members of the Faculty. New student members are normally elected at the end of each year from among the men of high standing in the Junior Class The Faculty makes nominations and the undergraduate mem-

bers of the Society elect from the men so nominated. Additional nominations are made at the middle and end of the senior year.

STUDENT LIFE

It has always been the policy of the University to give to its students the greatest possible individual liberty of action and to adopt few rules of conduct.

It is assumed that each student will conform to the recognized standards of morality, good order, and gentlemanly conduct, that he will not absent himself unnecessarily from University exercises at which he is due, and that he will give his serious and constant attention to his work as a student.

While encouraging the fullest possible measure of student self-government, the College recognizes the fact that the individuals and groups among the undergraduates require a reasonable amount of oversight in their various undertakings.

Undergraduate organizations are under such control as will insure proper caution and recognition of responsibility in business dealings.

Participation in extra curriculum activities is denied to those students only whose scholarship record is such as to indicate that further encroachment upon their time and attention may interfere with the completion of their course. In accordance with this principle, students who fail in any course, or who fail to rank above the lowest quarter in at least two courses, are thereby rendered ineligible for participation in such activities.

The general supervision of intercollegiate athletics is committed to an Athletic Board consisting of the Director of Physical Training, the Committee on Athletics of the Collegiate Board, two alumni elected by the Alumni Association, and nine student members. The actions of this Athletic Board are subject to review and veto by the Committee on Athletics.

Two formal dances, the "Junior-Freshman Prom" in the winter, and the "Senior Prom" at Commencement time, in addition to informal dances, "Bohemians," held about once in six weeks, give opportunity for relaxation and the meeting of students and faculty on a basis of general sociability. Additional opportunities of this sort are provided by the various clubs in which both students and faculty participate.

Student activities include a Glee Club and Orchestra which give a series of concerts in Worcester and elsewhere during the winter; a Debating Society whose members have made an enviable record for the University in intercollegiate debates; the Gryphon, a senior honor society, and many other organizations.

The Dramatic Association is a very active student organization which presents a number of plays each year under the direction of Professor L. H. Dodd of the Department of English.

On Sub-Freshman Day, in the spring, those who have some expectation of entering the College in September are guests of the University for the purpose of establishing mutual acquaintanceship.

The Clark Monthly is a magazine which was established in 1911. The editorial and business management is in the hands of a student board.

The Graduate Division

GENERAL INFORMATION

The courses in the Graduate Division are open to properly qualified persons, both men and women.

Instruction and opportunities for original research leading to the degree of Doctor of Philosophy are offered by the following departments:

Economics and Sociology
Education and School Hygiene
Geography
History and International Relations
Psychology

Work leading to the degree of Master of Arts only is offered by the departments of Biology, Chemistry, and Physics.

The other departments offer courses of an advanced nature which, with the consent of the Graduate Board, may be included in the programs of graduate students, but are not prepared at present to offer complete programs leading to the higher degrees.

A complete statement regarding tuition and expenses will be found on pages 27 and 28.

ADMISSION

Only college graduates or those of equivalent attainments are admitted to the Graduate Division. It is highly desirable that applicants should have a reading knowledge of French and German.

Graduates of colleges on the approved list of the Graduate Board, who give evidence of superior ability and of adequate preparation for advanced study in the departments in which they propose to do their major work may be admitted by the Secretary of the Graduate Board upon the recommendation of a department. Such students may proceed to the advanced degrees in the minimum time.

Other applicants for admission will have their applications considered by the Committee on Credentials, who will determine, in consultation with the departments in which the applicants pro-

pose to do their major work, whether they may be admitted, and on what conditions.

Applications for admission should be addressed to the Secretary of the Graduate Board and should be accompanied by official certificates of previous undergraduate and graduate work.

Special Students

In addition to those who are candidates for degrees, the University admits others desiring to undertake study or research, whose attainments are such as to qualify them for the work proposed. Such persons, provided they satisfy the departments concerned as to their training and competency in the subjects to which they wish to devote themselves, are not restricted in their choice and combination of studies.

Application for admission as a special student should be filed with the Registrar on blanks which may be secured from him. The application should bear the written endorsement of a representative of the department in which the student is chiefly interested.

FELLOWSHIPS, SCHOLARSHIPS AND STUDENT AID

Fellowships for graduate students are provided annually from the income of the George F. Hoar Fund of one hundred thousand dollars, the gift of Andrew Carnegie. Other financial assistance is made possible by the University and by various bequests.

Scholarships and fellowships (except honorary appointments) are for prospective candidates for the degree of Master of Arts or of Doctor of Philosophy.

Application blanks may be obtained from the Secretary of the Graduate Board, and applications for appointments for the succeeding year should be filed with the Secretary by March first for consideration by the Board before April first. The board may, however, consider applications made at other times. Acceptance of an appointment should be made in writing within fifteen days of notification of such appointment.

Since awards are made to students who are judged to be qualified to carry on work in certain special lines, they are not transferable from one department to another. Scholars and Fellows are

expected to carry through the work of the year for which they are appointed and must devote their entire time to graduate study and research, except insofar as they may be allowed to act as assistants in their major departments, but the entire time devoted by a student to such work shall not exceed six hours per week. Authorization of any outside work whatsoever must be obtained from the Graduate Board.

The various types of fellowships and scholarships (all remitting tuition) together with any further conditions of appointment, follow:

1. *University Graduate Scholarships.* These remit tuition and in some cases yield an additional stipend. Students who may be expected to fulfill the requirements for the Master's degree in not more than one year of residence may receive these awards.

2. *Fellowships without Stipend.* These remit tuition and may be awarded to students who have completed an amount of graduate work equivalent to the requirements for the Master's degree.

3. *Junior Fellowships.* Appointments to Junior Fellowships (stipend $100 or $200 with remission of tuition) are reserved for those applicants who are judged to be within two academic years of their doctorate.

4. *Senior Fellowships.* Appointment to these fellowships (stipend $200 or more with remission of tuition) are reserved for those who are judged to be within one year of their doctorate.

5. *University Fellowships.* There are a limited number of these fellowships (valued at $600) which remit tuition and provide for a room during the academic year at one of the University dormitories and board at the Dining Hall, during the regular sessions of the University.

6. *The American Antiquarian Society Fellowship in American History,* having a value of $300 in addition to the remission of tuition, has been established by members of the American Antiquarian Society. This fellowship will be awarded to a student whose major is in American History.

7. *Honorary Scholarships and Fellowships.* These appointments may be made at the discretion of the Graduate Board, and

entitle the holder to remission of tuition and to the privileges of the University.

Other student aid is available from the following funds, with the restrictions noted.

A Citizen's Fund has been established by a citizen of Worcester in the sum of five thousand dollars, the income of which is to be used for the aid of "some one or more worthy native born citizens of the City of Worcester who may desire to avail themselves of the advantages of the institution." The benefits of this fund are available to graduate students only.

The John White Field Fund, the income of which is "to provide for the minor needs of a Scholar or Fellow," has been established by Mrs. Eliza W. Field. The fund amounts to five hundred dollars.

The following regulations apply to the award of the income of the Field Fund:

1. Regard is had to the intellectual ability of the candidate as well as to the need of pecuniary assistance.
2. Only candidates who have spent three months in graduate work at the University are considered.
3. The head of each department will consider and report to the Faculty desirable cases in his department.
4. Applications are received not later than December 15, and the awards made as soon as possible after the Christmas recess.

The Eliza D. Dodge Fund is a sum of one thousand dollars the income only of which is to be expended to aid graduate students of limited means engaged in research work.

LIBRARY FACILITIES

In addition to the library facilities provided by the University (see pages 31-33), students may avail themselves of the privileges of several other excellent libraries in the city. The Worcester Public Library contains some 237,000 volumes and makes accessible to the public about 600 newspapers and magazines. The library of the American Antiquarian Society, housed in the national headquarters of the society in Worcester, contains about 136,000 volumes and some 202,000 pamphlets. The library of the Worcester District Medical Society is also at the disposal of members of the University.

THE DEGREE OF MASTER OF ARTS

Admission to Candidacy

Students who have been admitted to the Graduate Division without special requirements or who have met such requirements, may be accepted as candidates for the degree of Master of Arts by the Graduate Board on recommendation of the Committee on Credentials after they have completed one semester of full-time graduate work in residence or its equivalent at this University, and have filed with the Secretary of the Graduate Board an application for admission to candidacy with the endorsement of the major department and have paid the diploma fee.

Applications for candidacy for the Master's degree should be filed with the Secretary of the Graduate Board before the end of the first week of the semester in which the period of residence for the degree is to be completed.

Requirements for the Master's Degree

1. *Residence.* The Master's degree will not be conferred upon any candidate until he has completed one year of full-time work in residence, or its equivalent. Attendance at four sessions of the Summer School will ordinarly be considered as fulfilling this residence requirement if the student's entire time is devoted to graduate work.

Residence credit is also granted for work done upon field trips conducted by the Department of Geography under the direct supervision of a member of the staff of the Department.

If by reason of other employment a student is unable to devote his entire time to graduate study the Committee on Credentials will determine in consultation with the major department when the residence requirement shall have been met.

2. *Course Requirements.* The requirements for the Master's degree cannot be fulfilled by mere accumulation of credits. The candidate must demonstrate that he has a comprehensive knowledge of his major subject and that he is capable of carrying on a satisfactory investigation in the field of that subject. A minimum course credit of 18 semester hours in addition to the research work is required. At least one-half of the courses taken should be devoted to the major subject, and approximately one-third to a minor subject.

3. *Examinations.* Graduate students must pass all examinations in courses which they wish to present for credit. Failure to pass any course in his major subject will bar the student from obtaining his degree that year. The candidate must satisfy his *major* department that he has done his work faithfully and has mastered the subjects involved, and must pass in addition to any written examinations which may be required, an oral examination before a jury composed of not less than three members of the Graduate Staff.

4. *Thesis.* The candidate must present a thesis on some topic which has received the approval of his major department. This thesis must be presented to the Secretary of the Graduate Board not later than May 15, in the case of candidates for the degree in June and in other cases at least a week before the degree is to be conferred.

THE DEGREE OF DOCTOR OF PHILOSOPHY

Admission to Candidacy

For admission to candidacy for this degree the student must have fulfilled the following conditions:

1. A written application for admission to candidacy endorsed by the major department and a receipt for the diploma fee must be filed with the Secretary of the Graduate Board.

2. Two full years of graduate work in residence, or its equivalent, must have been completed.

3. Examinations in French and German before the Committee on Proficiency in Foreign Languages must have been passed, unless another language is substituted for one of these under the authorization of the Graduate Board.

4. A written statement, approved by the chief instructor, giving the subject of the Doctor's dissertation, must be filed with the Secretary of the Graduate Board.

5. He must have demonstrated, to the satisfaction of his major department, capacity for satisfactory research.

Applications for admission to candidacy should be filed not later than November first in any academic year, by students who hope to proceed to the degree at the end of that year.

Requirements for the Doctor's Degree

1. *Residence.* At least two years of full-time work in residence, or its equivalent, beyond the requirements for the Master's degree are necessary for the Doctor's degree. At least one year of full residence must be at this University.

2. *Courses of Study.* A fixed number of hours of credit is not specified for the Doctor's degree. However the program of study of the prospective candidate, indicating major and minor subjects and endorsed by the major department, is submitted to the Graduate Board for approval in October of each year.

3. *Examinations.* Each prospective candidate for the Doctor's degree must pass a preliminary examination in his *major* subject and a final examination in his minor subject, one year prior to the time that he expects to receive his Doctor's degree. He must also pass final examinations including at least a two hour oral examination before a jury including at least two members of the Graduate Board representing Departments other than those in which the candidate's *major* and *minor* subjects lie. The oral examination will cover broadly the ground of the dissertation and *major* subject. Final examinations must be taken after the completion of one year of full-time work in residence subsequent to the preliminary examinations.

4. *Dissertation.* For the degree of Doctor of Philosophy an indispensable requirement is a dissertation upon an approved subject, to which it must be an original contribution of value. The following conditions apply to its acceptance:

a. The dissertation must be presented to the instructor under whose direction it is written, and accepted by him before the final oral examination. It must be laid before the jury of examination in form suitable for publication. This copy of the dissertation shall be delivered to the Secretary of the Graduate Board to be deposited in the Library, where it shall remain unless exchanged for a printed copy.

b. One hundred printed copies of the dissertation (or an abstract acceptable to the chief instructor) shall be delivered by the candidate to the Secretary of the Graduate Board at least one week before the degree is to be conferred.

In certain cases the number of required copies may be reduced to fifty.

If the printed copies are not delivered to the Secretary of the Graduate Board, the candidate must file with the Secretary an acceptance of the dissertation (or abstract) for publication by a responsible editor or publisher, such publication to be within two years after the final examinations. If the above conditions are not fulfilled, the candidate shall deposit with the Bursar the sum of $75.00 or an acceptable bond for that amount as surety of publication. In any case, if the printed copies are not delivered, a duplicate copy of the dissertation must be presented to the Secretary of the Graduate Board not later than one week before the degree is to be conferred.

c. The favorable report of the chief instructor, filed in writing with the Secretary of the Graduate Board, shall be a sufficient authorization for printing as a dissertation. The printed copies shall bear upon the cover and title page the statement of approval in the following words, over the signature of the chief instructor:

> A dissertation submitted to the Graduate Board of Clark University, Worcester, Massachusetts, in partial fulfillment of the requirements for the Degree of Doctor of Philosophy, and accepted on the recommendation of
> (Name of Chief Instructor.)

The Graduate School of Geography

Work in Geography is carried on by the Graduate School of Geography which is organized with a faculty of specialists in the various branches of Geography. The School occupies a well equipped building including lecture rooms, offices and work rooms, and directly connected with the University Library.

Degrees in Geography are granted by the University on the same terms as apply to degrees in other fields of study.

STAFF

Wallace W. Atwood, Ph.D., Professor of Physical and Regional Geography and Director of the Graduate School of Geography.

Ellen C. Semple, LL.D., Professor of Anthropogeography.

Oliver E. Baker, Ph.D., Professor of Agricultural Geography and Land Utilization.

Charles F. Brooks, Ph.D., Associate Professor of Meteorology and Climatology.

Douglas C. Ridgley, M.S., Associate Professor of Geography in Education and Director of Home Study.

Clarence F. Jones, Ph.D., Assistant Professor of Economic Geography.

C. Langdon White, Ph.D., Instructor in Economic Geography.

Curtis F. Marbut, Ph.D., Special Lecturer on Soils.

Homer L. Shantz, Ph.D., Special Lecturer on Plant Geography.

W. Elmer Ekblaw, M.A., Managing Editor, *Economic Geography.*

Guy H. Burnham, M.A., Cartographer.

Other Members of the University Staff Offering Closely Related Work

George H. Blakeslee, Ph.D., Professor of History and International Relations.

Alfred L. P. Dennis, Ph.D., Professor of Modern History.

William L. Langer, Ph.D., Assistant Professor of European History.

J. B. Hedges, Ph.D., Assistant Professor of American History.
Homer P. Little, Ph.D., Professor of Geology.
Samuel J. Brandenburg, Ph.D., Professor of Economics and Sociology.
James Ackley Maxwell, A.M., Instructor in Economics.
V. O. Watts, A.M., Instructor in Sociology.
William H. Burnham, Ph.D., Professor of Education and School Hygiene.
Robert H. Goddard, Ph.D., Professor of Physics.

GENERAL STATEMENT

During the last few years the American people have been awakened, in a remarkable way, to an interest in Geography. The period of isolation in national development is passed, and we have come to realize, almost suddenly, that the United States of America is one of the leading nations of the world and vitally interested in almost everything that is going on in the world.

This awakening, and the consequent broadening of our horizon, have forced us to recognize that we have neglected in this country the scientific study of Geography. Many of the universities and colleges of this country are now calling for trained geographers. Commissioners of education, normal schools, and high schools are looking for men or women who can serve as supervisors or as special teachers of Geography. The large financial houses are endeavoring to train men in commercial Geography in their own schools. The Departments of the Government are now using trained geographers, and the Civil Service Commission has recently recognized the profession of Geography. No one should enter consular or diplomatic service who has not been trained in the geography of this country and in the geography of the world. The intelligent reading of current literature is demanding a greater and greater knowledge of the peoples and of the conditions in distant lands.

In the Graduate School of Geography opportunities are given to properly qualified students to secure special training in Geography. The staff is composed of experts in the various fields of Geography. They must of necessity spend a portion of their time in travel and in field studies, but while in residence, they offer regular courses of instruction and direct advanced

students in research work. It is not the intention to offer all courses of instruction each year; many of them are given once in two years. Abundant opportunities for instruction are provided, but graduate students should not burden themselves by attending too many lecture courses. They must depend very largely for their growth upon their individual efforts in the pursuit of research work, under the direction of members of the staff.

Advanced studies in History, Economics, and Sociology, as well as a reading knowledge of the modern languages are important to all students of Geography, and the attention of such students is called to the announcements in those several departments. The map collection and the Library offer unusual facilities for research work in residence, but it is hoped that all graduate students, before completing their University work, may undertake field studies.

The aim in conducting the Graduate School of Geography is to promote in every way possible productive scholarship and to train those who wish to enter the profession to become leaders in their chosen fields of work.

A complete statement regarding tuition and expenses, Fellowships and Scholarships, and general conditions of work will be found on pages 27- 28 and 49-51.

OFFERINGS IN GEOGRAPHY

(For 1925-26)

Primarily for Undergraduates

FIRST SEMESTER	SECOND SEMESTER
First Year	
10a Fundamentals of Geography	102b Geography of North America
	104b Geography of Europe (Omitted 1925-26)
Second, Third, or Fourth Year	
(See also courses for advanced undergraduates and graduates.)	
Geol. 12. General Geology. (Through the year.)	
12 Weather and Climate. (Through the year.) (Omitted in 1925-26.)	
14a Economic Geography (Agricultural)	15b Economic Geography (Industrial)

Third or Fourth Year

(See also courses for graduates and advanced undergraduates.)
Geol. 122. Economic Geology. (Through the year.)
Phys. 19. Advanced Meteorology. (Through the year.)

A four-year sequence or *major* in Geography covering the requisite preliminaries for graduate work in the field is made up of the first seven courses on the list (Geog. 10, 12, 14, 15, 102 or 104, and Geol. 12). A *minor* in Geography would normally include the first year courses (Geog. 10 and 102 or 104) and two or three of the others offered.

For *major* and *minor* in Meteorology and Climatology Geog. 12, 22 and 221, and Physics 19 and 29 are available, while for a *minor* in Meteorology, Geog. 12, and Physics 19 and 29 may be taken.

Geography for Graduates

The outline below indicates the broad opportunities for professional training in Geography offered at Clark. Those who need to fill gaps in subjects usually covered before entering the Graduate School may find the necessary elementary courses in the list for undergraduates above. Graduate students in History, Economics and Sociology can find Geography courses closely associated with their major work, and acceptable for credit in their *major* departments. In coöperation with the Physics Department advanced work in Meteorology is now offered.

ADMISSION TO GRADUATE SCHOOL OF GEOGRAPHY

The Graduate School of Geography is open to any who wish to receive professional training in Geography, and who are qualified to enter the Graduate Division of the University and take advanced work in Geography. Degrees of Master of Arts and of Doctor of Philosophy are available.

OUTLINE OF GRADUATE COURSES IN GEOGRAPHY AND CLOSELY RELATED FIELDS

(For 1925-26)

1ST SEMESTER	2ND SEMESTER
21a Regional Physiography	
22a Climatology and Climates of the World	221b Climatology of North America. (Omitted 1925-26)
Physics 29. Physics of the Air.	(Through the year.)
33a Soils and Plant Geography	341b Agricultural Geography of North America
Math. 113a Math. Th. of Statistics	
Ec. 32a Land Economics	342b Land Utilization in U. S.
243a Economic Geography of South America	
26a Geography of World Commerce. (Omitted 1925-26)	
27a General Principals of Anthropogeography	25b Industrial Geography
Hist. 211a Historical Geography of the United States.	
275a Geography of Northwest Europe	
276a Geography of the Ancient Mediterranean. (Omitted 1925-26.)	
277a Geography of Eastern Asia merce (Omitted 1925-26)	28b Geography in Education
	29b Cartography and Graphics

30 Seminar in Geography. (Through the year)

300-370 Research in the special phases of geography. With appropriate specialists; available for any period at any time of year.

331 Soil Survey Work. (One month in summer, 4 hrs.)

392 Advanced Field Geography. (Summer 1925, Dr. Jones)

390 Field Geography (Individual work). Available at any time.

Physics 39. Research in Meteorology.

Education 39. Research in Geography in Education.

COURSES IN GEOGRAPHY

1. Primarily for Undergraduates

10a. Fundamentals in Geography. A first course in college geography dealing with the geographic factors and geographic principles necessary to the understanding of the relationships existing between man and his natural environment. A

world view of geography forming a good basis for all later courses.

Open to Freshmen. New course, to be offered in 1925-26.

Three hours, first semester. M. W. F., 8.

Associate Professor Ridgley

11a. The Elements of Geography. An introductory study of the relations between man and the elements of the natural environment. The various elements of the natural environment, such as climate, land forms, soils, surface waters, mineral deposits, and native vegetation considered in relation to man's adjustment to them separately and as type environmental complexes.

Open to Freshmen.

Three hours, first semester. M. W. F., 10.

Assistant Professor Jones

To be replaced by Geog. 10a in 1925-26.

102b. Geography of North America. An introduction to the study of continental areas. A treatment of the continent as a whole followed by regional studies from various points of view. A desirable foundation for the more advanced and more specialized courses in North America and other continents.

Open to Freshmen.

Three hours, second semester. M. W. F., 8.

Associate Professor Ridgley

New course, to be offered in 1925-26.

104b. Geography of Europe.

New course to alternate with 102b.

To be omitted in 1925-26.

Geology 12. General Geology. (For statement see page 102.

Three hours, through the year. M. W. F., 8; F. 2.

Professor Little

14. (To be numbered 12 in 1925-26). Weather and Climate. This course aims (1) to give the student an understanding of weather processes, largely through watching the passing weather; (2) to train him in daily local forecasting; (3) to show how various weather combinations make up the several types of climate; and (4) all through the year to bring out the intimate

effects of the weather on all sorts of human affairs. Elementary Meteorology is taken up systematically during the first semester, and elementary Climatology the second.

Three hours, through the year. Tu. Th. S., 11. Occasional laboratory periods. Associate Professor Brooks

To be omitted in 1925-26.

Physics 19. Advanced Meteorology. See page 119.

Three hours, through the year.

Professor Goddard and Associate Professor Brooks

12b. Economic Geography. A study of the influence of the natural environment on the production of and trade in the more important agricultural, mineral, forest, factory, and sea products; continental and ocean trade routes; major commercial divisions and trade regions of the world.

Prerequisite: Geography 11a.

Open to Freshmen.

Three hours, second semester. M. W. F., 10.

To be expanded into courses 14a and 15b, in 1925-26.

14a. Economic Geography (Agricultural). A study of the influence of the natural environment on the production of and trade in the more important agricultural products. This course and 15b constitute a full year's course in Economic Geography.

Three hours, first semester. Tu. Th. S., 8.

Assistant Professor Jones

New course, to be offered in 1925-26.

15b. Economic Geography (Industrial). A study of the influence of the natural environment on the production of and trade in the more important mineral, forest, factory, and sea products; continental and ocean trade routes; major commercial divisions and trade regions of the world. This course is an expansion of part of Geog. 12b.

Three hours, second semester. T. Th. S., 8.

Assistant Professor Jones

New course, to be offered in 1925-26.

Geology 122. Economic Geology. See page 102.

Three hours, through the year. Professor Little

2. For Graduates and Advanced Undergraduates

21a. Regional Physiography. A critical review of the principles of Physiography and their application in the analysis of the physiographic features and physiographic history of selected areas. In 1924-25 special emphasis was given to North America.

Prerequisite: Geology 12, or equivalent in Physiography.

Three hours, first semester. M. W. F., 9. Professor Atwood

22a or b. Climatology and Climates of the World. The principles of Climatology, followed by a comparison of the major types of climatic environment found in different parts of the world; *e.g.,* continental, marine and mountain climates. Acclimatization. Changes of climate.

Prerequisite: Geography 14 or equivalent.

Three hours, each semester. Tu. Th. S., 9.

Associate Professor Brooks

Physics 29. Physics of the Air. (See page 120).

Professor Goddard and Associate Professor Brooks

23a. (To be numbered 33a in 1925-26). Soils and Plant Geography. Types of soils and their mode of formation. Soil regions in relation to climate and vegetation. Native vegetation in relation to soils and climate. Plant regions of North America and the rest of the world.

Daily, at 8 a. m., October to December.

Three hours credit. Dr. Marbut and Dr. Shantz

221b. Climatology of North America.

Largely a seminar course in which the students will be expected to make a research contribution to the Climatology of North America.

Prerequisite: Geography 22a or equivalent.

One to three hours, second semester.

To be omitted in 1925-26. Associate Professor Brooks

243a. (Numbered 324a in 1924-25). Economic Geography of South America. A detailed study of the economic activities of the people of South America in relation to the environment; the activities of the several regions of each country

are analyzed in their relation to the elements of the natural environment separately and to the environmental complex.

Prerequisite: Geography 12b or 14.

Three hours, first semester. Tu. Th. S., 10.

Assistant Professor Jones

25b. Industrial Geography. A study of the chief manufacturing regions of the world and of special manufacturing industries in their geographic relations.

Prerequisites: Geography 12b, 14, and 21a or 22.

Three hours, second semester. T. Th. S., 10.

Omitted 1924-25.

26b. Geography of World Commerce.

Prerequisite: Geography 12b.

Three hours, second semester.

Special lectures in 1925-26.

27a. General Principles of Anthropogeography. This course considers the operation of geographic factors in the economic, social and political development of peoples; the influences of location, area, relief, coastline, drainage systems, climate, and other geographic conditions, both separately and in their mutual interplay. Ellen C. Semple's *Influences of Geographical Environment* will be used as a text.

Prerequisites: 9 hours of Geography or History.

Three hours, first semester. M. W. F., 10.

Omitted in 1924-25. Professor Semple

History 211a. Historical Geography of the United States. (See page 108).

Three hours, first semester. M. W. F., 11.

Assistant Professor Hedges

247a. Geography of Northwest Europe. This course includes a study of the climate, relief, coast line and marginal seas of the continent as a whole, to be followed by a detailed consid-

eration of the economic and political geography of the Western European states.

Prerequisite: 6 hours of European history.

Two hours, first semester. Tu., 3-5. PROFESSOR SEMPLE

Omitted 1924-25.

275a. (Given as Geography 33a in 1924-25). THE GEOGRAPHY OF THE MEDITERRANEAN REGION, especially in relation to Ancient History. Lectures and assigned readings. A geographical interpretation of ancient history in Mediterranean lands, embracing a study of the various geographic factors operative in the countries bordering this enclosed sea under the peculiar influences of the Mediterranean climate, at a time when the Mediterranean region constituted most of the known world. The lectures discuss the intercontinental location of the Mediterranean Sea, the barrier boundaries and the breaches in the same, the size, shape, and subdivisions of this marine basin, its relation to the Atlantic Ocean as also to the Red and Black Seas; the prevailing mountainous relief of Mediterranean lands, highly articulated coasts, peninsulas, islands, and continental hinterlands, rivers and river valleys; rainfall, temperatures, and winds; and finally, the effect of these various geographic conditions upon ancient agriculture, stock raising, forestry, industry, navigation, trade and colonization.

Prerequisites: 9 hours of Geography or History.

Three hours, first semester. M. W. F., 10.

PROFESSOR SEMPLE

To be omitted in 1925-26.

278a. (Given as Geography 36a in 1924-25). THE GEOGRAPHY OF EASTERN ASIA, with special reference to the economic, cultural territorial development of the Japanese Empire. A lecture course with generous reading assignments.

Prerequisite: Geography 10a or some history of the Far East.

Two hours, first semester. Tu., 3-5. PROFESSOR SEMPLE

To be omitted 1925-26.

28b. GEOGRAPHY IN EDUCATION. A survey of geography in the present-day American school system, including elementary school, high school, teacher-training institutions, colleges and uni-

versities; examination and comparison of present courses of study in each group of schools; problems of high school and normal school emphasized; designed to meet the needs of those expecting to teach Geography.

Prerequisites: Geography 11a and other geography courses totaling at least 18 hours.

Three hours, second semester. M. W. F., 4.

Associate Professor Ridgley

29b. Cartography and Graphics. Principles and practice of map-making, construction of diagrams, and relief drawings.

One hour, second semester. M., 5.

Professor Baker, Professor Atwood and Mr. Burnham

3. Primarily for Graduates

30. Seminar in Geography. Candidates for Master's and Doctor's degrees are directed in selection of themes for theses. Outlines of theses are here presented for criticism, followed by presentation of successive chapters as these are prepared. Professors Semple and Jones lead the discussion, which is participated in by all members of the Seminar. In the second semester round-table discussions are conducted for the graduate students in geography, and recent publications reviewed. Students also present portions of their thesis work from time to time.

Two hours, through the year. Th., 4-6.

Professor Semple and Assistant Professor Jones, first semester; The Geography Staff, second semester.

33a. The Geography of the Mediterranean Region.

To be given as Geography 275a (*q.v.*) after 1924-25.

33a. Given as 23a (*q.v.*) in 1924-25. Soils and Plant Geography.

300. Seminar in Geography. Special discussions in geography. Portions of students' Ph.D. thesis presented.

Occasional meetings first semester. The Geography Staff

To be merged with Geography 30 in 1925-26.

36a. The Geography of Eastern Asia.

To be given as Geography 278a (*q.v.*) after 1924-25.

390. (To be numbered 300 hereafter). Research in Regional Geography.

Professor Atwood or Assistant Professor Jones

303. Research in the Geography of South America.

Assistant Professor Jones

310. Research in Regional Physiography. A critical review of the source material on Physiography and of leading contributions made by those who have developed this phase of geographic investigation. Professor Atwood

311. Seminar in Physiography. (Corresponds to 310, with which it will be merged). Professor Atwood

312a. Seminar in Climates, Soils and Native Vegetation. *Two hours,* first semester.

Associate Professor Brooks, Dr. Marbut, Dr. Shantz

(To be separated in 1925-26, into 320 and 330).

324a. (To be numbered 243a (*q.v.*) after 1924-25). Economic Geography of South America.

Three hours, first semester. Assistant Professor Jones

320. Research in Climatology or Climates of the World. Special studies in the climates of particular regions or in comparative climatography. Associate Professor Brooks

Physics 39. Research in Meteorology. (See page 121).

Professor Goddard and Associate Professor Brooks

330. Research in Soils or Plant Geography.

Dr. Marbut or Dr. Shantz

Mathematics 113a. Statistics. (See page 116).

Three hours, first semester. Professor Williams

Economics 32a. Land Economics. (See page 94).

Three hours, first semester. Professor Brandenburg

341b. Agricultural Geography of North America. A course describing the agriculture of North America north of Mexico and the influence of physical and economic conditions in directing its development. The description proceeds by regions, subdivided into areas and these into districts, and, after a brief

review of the physical condition, includes a discussion of the crops, live stock, systems of farming, land tenure, and the composition and characteristics of the rural population.

Prerequisites: Geography 12b or 21a, and twelve hours of economics.

Three hours, second semester. Tu. Th. S., 9.

Acting Professor Baker

342b. Land Utilization in the United States. This course outlines the physical and economic conditions which determine the utilization of land for crops, pasture, and forest; describe the geographic distribution of such lands; consider the probable need of these classes of land as population increases, and the possibilities of meeting this need by irrigation, drainage, clearing, more intensive cultivation, and other means; closing with a discussion of a national land policy.

Prerequisites: Geography 12b or 21a, and twelve hours of economics.

Three hours, second semester. Tu. Th. S., 11.

Acting Professor Baker

340. Research in Land Utilization.

Acting Professor Baker

394. (To be 350 in 1925-26). Research in Economic Geography. Assistant Professor Jones

397. (To be 370 in 1925-26). Research in Anthropogeography. Professor Semple

Education 39. Research in Geography in Education. (See page 99).

Professor Burnham and Associate Professor Ridgley

392. Field Studies in Geography. The field in 1925 will be the Maritime Provinces of Canada and the Lower St. Lawrence Valley. This area affords excellent opportunity for the study of contrasted environments and consequent economic diversity. Among the more important areas to be studied are The St. John's Valley, The Annapolis-Cornwallis Valley, the Sydney District, Prince Edward Island, The Canadian Applachians, The

St. Lawrence Valley and The Laurentian Upland. Four weeks will be spent in the field beginning August 16.

Registration only after consultation with the instructor.

Credit *four semester hours* for satisfactorily completed field work, and an additional semester hour for each article on some region studied when approved by the instructor and accepted for publication by some geographic magazine.

ASSISTANT PROFESSOR JONES

390. FIELD GEOGRAPHY (Individual Work). For students in the field collecting information for their theses.

331. SOIL SURVEY WORK. (One month in summer).

ACTING PROFESSOR BAKER

HOME STUDY COURSES IN GEOGRAPHY

There are many teaching Geography in the schools of this country who have not had an opportunity to receive adequate special instruction in this field of work. During the last few years there have been notable developments in the methods used in the teaching of Geography and notable changes in the political geography of the world. The human point of view should now dominate in all of the instructional work done with children; the subject should broaden the knowledge and world sympathies of the American people, and it is necessary for all teachers of Geography who wish to be abreast of the times to carry on in some way their own study and training.

The University wishes to extend its services as widely as possible for the betterment of the teaching of Geography, and therefore, in addition to the regular resident courses and the Summer School work is offering a series of Home Study Courses. Mr. D. C. Ridgley, formerly of the Illinois State Normal University, is in immediate charge of this work.

COURSES

1. THE TEACHING OF GEOGRAPHY IN THE ELEMENTARY SCHOOL.
2. THE TEACHING OF HOME GEOGRAPHY AND WORLD AS A WHOLE.
3. THE TEACHING OF NORTH AMERICA.
4. THE TEACHING OF SOUTH AMERICA, EUROPE AND ASIA.

5. The Teaching of Geographic Factors and the United States in its World Relations.
6. Industrial and Commercial Geography.
7. Geography of North America.
8. Geography of South America.
9. Geography of Europe.
10. Geography of the Eastern Continents.
11. The Physical Geography of the Lands.
12. The Passing Weather.
13. Climatology and Climates of the World.
14. Special Studies in Geography.

CREDITS AND TUITION

Each course when satisfactorily completed carries a college credit of three semester hours. That is, each course is the equivalent of a college course taken in residence, meeting three times per week for one semester of 18 weeks. Each course consists of 36 written lessons. In general, the preparation and the writing of each lesson will require about four or five hours.

The tuition for each course is eighteen ($18.00) dollars, payable at the time of enrollment. A course may be begun at any time, but it should be completed within 12 months.

Further information about these courses will be sent upon the receipt of a request. Address all communications to Clark University, Home Study Department, Worcester, Mass.

The Summer School

The session of 1925 will begin July 6 and end August 14. Geography and History constitute the chief departments of in-instruction, while courses are offered also in Psychology, Economics, English, French and German.

Qualified students are admitted upon presentation of proper credentials. Both undergraduate and graduate work is offered. Work done in the Summer School may be counted, subject to the regulations of the Collegiate and the Graduate Boards and of the Faculty of the University, toward fulfillment of the requirements for the degrees of Bachelor of Arts, Bachelor of Education and graduate degrees.

The tuition charges are twenty dollars for a single course meeting five times a week and thirty-five dollars for two or more courses. Rooms in the vicinity of the University cost from three dollars a week up, and the University Dining Hall provides board at a reasonable rate.

The Summer School Bulletin, published about March 1, and containing detailed information about the coming session, with descriptions of the various courses, may be had upon application to the Director of the Summer School, Clark University, Worcester, Mass.

The names of the students who attend the session of 1924 will be found incorporated in the Register with the designation "ss," beginning on page 138 of this Catalogue. The Instructional and Administrative Staff for the session of 1925 is as follows:

WALLACE WALTER ATWOOD, PH.D. — Director

President of Clark University and Director of the Graduate School of Geography.

VERNOR CLIFFORD FINCH, PH. D. — Geography

Professor of Geography, University of Wisconsin.

CHARLES FRANKLIN BROOKS, PH.D., Meterology and Climatology
Associate Professor of Meteorology and Climatology, Clark University.

DOUGLAS CLAY RIDGLEY, M.S. Geography
Associate Professor of Geography, Clark University.

CLARENCE FIELDEN JONES, PH.D. Geography
Assistant Professor of Economic Geography, Clark University.

WILLIAM LEONARD LANGER, PH.D. History
Assistant Professor of European History, Clark University.

JAMES BLAINE HEDGES, PH.D. History
Assistant Professor of American History, Clark University.

SAMUEL J. BRANDENBURG, PH.D. Economics
Professor of Economics and Sociology, Clark University.

CARL MURCHISON, PH.D. Psychology
Professor of Psychology, Clark University.

LORING HOLMES DODD, PH.D. English
Professor of Rhetoric, Clark University.

ROBERT STANLEY ILLINGWORTH, A.B. Dramatics
Professor of Public Speaking and Director of Dramatics, Lafayette College.

EARLE RUSSELL CLOSSON, A.B. French
Instructor in Modern Languages, Worcester Polytechnic Institute.

THEKLA E. HODGE, B.ED. German
Head of the Department of Modern Languages, Athol High School.

CAREY EYSTER MELVILLE, A.B. Registrar
Associate Professor of Mathematics and Registrar, Clark University.

Florence Chandler Bursar

COURSES OF INSTRUCTION

GEOGRAPHY

SS11. Field Physiography. Mr. Atwood.

SS12. Weather and Climate. Mr. Brooks.

SS14. Economic and Commercial Geography. Mr. Finch.

SS18. Geography in Education for Special Teachers. Mr. Ridgley.

SS21. Regional Geography of North America. Mr. Atwood.

SS22a. Advanced Climatology. Mr. Brooks.

SS22b. Climates of the World. Mr. Brooks.

SS28. The Teaching of Geography in the Elementary School. Mr. Ridgley.

SS29. World Trade. Mr. Finch.

SS30. Seminar in Geography. The Geography Staff.

SS31. Research in Regional Geography. Mr. Atwood.

SS32. Research in Climatology. Mr. Brooks.

Summer Field Work in Geography

The School of Geography is planning three summer field trips similar to the one taken under the direction of Professor Ridgley at the close of last year's summer session. The time spent in the field will be from two to four weeks, according to the trip taken, and the credit awarded for the work will vary accordingly. The fields chosen for the summer of 1925 are: (1) The Maritime Provinces of Canada (Professor C. F. Jones); (2) New England (Mr. H. H. Russell); (3) Pennsylvania or New York (Professor D. C. Ridgley).

HISTORY

SS18. The History of Europe Since 1918. Mr. Langer.

SS19. The Diplomatic Background of the World War. Mr. Langer.

SS20. The History of the United States to 1865. Mr. Hedges.

SS21. The History of the United States Since the Civil War. Mr. Hedges.

ECONOMICS

SS1. Principles of Economics. Mr. Brandenburg.

SS2. Economic History of the United States. Mr. Brandenburg.

PSYCHOLOGY

SS1. Educational Psychology. Mr. Murchison.

SS3. Social Psychology. Mr. Murchison.

ENGLISH

SS5. Dramatics. Producing of Plays in Schools and Colleges. Mr. Illingworth.

SS9. Shakespeare. Mr. Illingworth.

SS12. The Short Story. Mr. Dodd.

SS13. Elizabethan Drama. Mr. Dodd.

SS14. American Drama. Mr. Dodd.

SS15. Public Speaking. Mr. Illingworth.

Note. Either course 13 or course 14, but not both, will be given, the choice depending upon the number of students registering for each course.

FRENCH

SS1. Elementary French. Mr. Closson.

SS2. Reading of French Prose. Mr. Closson.

GERMAN

SS1. Elementary German. Mrs. Hodge.

SS2. Grammar Review and Reading of German Prose. Mrs. Hodge.

The Bachelor of Education Degree

The degree of Bachelor of Education is offered primarily to teachers. A two year Normal School course is presupposed and a year of teaching experience is a prerequisite for the degree.

Courses are offered during the regular academic year on Saturday mornings and late in the afternoon for the convenience of candidates for this degree who are teaching in or near Worcester. By taking advantage of these courses it is easily possible for a teacher to complete in three or four years the work in residence required for the degree. The balance of the total credit required can be earned in the same manner, or in large part by extension and correspondence courses.

At the meeting of the Board of Trustees held October 26, 1923, formal action was taken authorizing the faculty to receive candidates for the degree of Bachelor of Education under the following regulations:

1. Candidates for this degree may enter courses in the Summer School and such courses as may be open to them during the academic year under the regulations of the University.

2. Admission Requirements. The completion of a standard two-year course in a Massachusetts State Normal School, or the reasonable equivalent of such a course.

3. Requirements for the Degree:

a. At least one year's teaching experience.

b. At least 30 semester hours of credit earned in residence at Clark University.

c. 120 semester hours of college credit, including advanced standing based upon the admission requirements.

d. Requirements in particular subjects:

   (1) Six semester hours in Psychology or Education taken after the completion of the two-year Normal School course or its equivalent.

   (2) Six semester hours of Laboratory Science taken after the completion of the two-year Normal School course or its equivalent.

(3) Ten semester hours of English, which may be taken in whole or in part in the Normal School course.

(4) Ten semester hours of foreign language, which may be taken in whole or in part in the Normal School course.

(5) Twelve semester hours of Economics, Geography, Government, History, or Sociology, at least six of which must be taken after the completion of the two-year Normal School course or its equivalent.

4. Standard of Scholarship: The same standard of scholarship will be required of candidates for this degree as for the degree of Bachelor of Arts.

5. Advanced Standing:

a. Credit of 54 semester hours will normally be given for the standard two-year course in a Massachusetts State Normal School. This may be reduced in special cases.

b. Credit will be allowed for work done at other Universities, Colleges, or Normal Schools, subject to reasonable regulations.

c. Not more than 30 semester hours credit may be allowed for home-study or extension courses, the acceptance of any work of this type to be subject to the judgment of the proper University authority.

Inquiries regarding the degree of Bachelor of Education should be addressed to the Registrar of the University.

Departmental Announcements and List of Courses

Courses offered by the several departments are listed under three headings:

1. Primarily for Undergraduates, designated by numbers beginning with the figure (1).

2. For Graduate Students and Advanced Undergraduates, designated by numbers beginning with the figure (2).

3. Primarily for Graduate Students, designated by numbers beginning with the figure (3).

All courses listed are being given during the current academic year and will be offered in 1925-26 unless a statement to the contrary is made.

Credit for the first semester alone will be given in all courses except those which are stated to be indivisible.

Any course may be entered at the beginning of the second semester with the consent of the instructor by students who are prepared to take up the work of the course at that time.

DEPARTMENT OF ANCIENT LANGUAGES

Professor Brackett

All courses in Greek and Latin are designed primarily for undergraduates. To any of these courses, however, properly qualified graduate students may be admitted by special permission.

For a major in Ancient Languages the requirement is twenty-four semester hours from the courses described below, of which not more than six semester hours may be in elementary courses (Greek 11 and Latin 11).

Provision is made in the courses in Greek both for students who have previously studied Greek in the high school, and for those who wish to begin the subject in college. In admitting

students to the College full credit is given for one, two, or three years of high school Greek. Those who have pursued successfully the study of Greek for two or three years may enter directly into course 12. Students who purpose to study Greek in college are strongly advised to take this subject in the preparatory school for two years if possible.

Since a substantial number of students are admitted to the College who have not previously studied Latin, the department offers to such students an opportunity to take an introductory course in this subject.

COURSES IN GREEK

1. Primarily for Undergraduates

11. First Year Course. The purpose of this course is to furnish to mature students who have never studied Greek an opportunity to begin this subject in college. The course not only has in view the needs of students of language and literature, but in connection with the use of Greek in scientific nomenclature should have value for students of science as well. Indivisible course.

Open to Freshmen.

Three hours, through the year. M. W. F., 8.

Professor Brackett

12. Homer, *Iliad*; Plato, *Apology*. Somewhat more than one-half of the year is devoted to a study of the *Iliad*. The aim in this work is distinctly literary, and such selections are read as will enable the student to gain as far as possible an intelligent appreciation of the poem as a whole. In the latter part of the year Plato's *Apology of Socrates* is read, and the work centers about the life, character, and later influence of Socrates.

Open to Freshmen.

Three hours, through the year. Tu. Th. S., 8.

Professor Brackett

13. The Greek Drama. Aeschylus, *Prometheus Bound;* Sophocles, *Oedipus Tyrannus;* Euripides, *Hippolytus*. This course is designed to give a general view of Greek tragedy. Lectures or discussions deal with the staging of a Greek play, the

origin and development of the drama, and the other works of the authors read. Two or three other plays of each of these authors are read in translation and discussed in class.

Three hours, through the year.

Omitted in 1924-25, and to be omitted in 1925-26.

14. Herodotus; Lyric Poetry; Theocritus.

Three hours, through the year.

Omitted in 1924-25, and to be omitted in 1925-26.

16. Greek Tragedy in English. This course deals with Greek tragedy as represented in the extant works of Aeschylus, Sophocles, and Euripides. All the reading is done in English translations, for the most part in verse. The central aim of the course is an intelligent and appreciative reading of the plays. Much attention is devoted to the connection between Greek and modern drama. The instructor will deal, in lectures, with the origin and development of Greek tragedy, the Greek theatre and related subjects, and Aristotle's theories concerning tragedy.

Three hours, through the year. M. W. F., 9.

Professor Brackett

Omitted in 1924-25. To be given as a semester course in the first semester in 1925-26.

COURSES IN LATIN

1. Primarily for Undergraduates

11. First Year Course. This course is designed to give men who have never studied Latin an opportunity to learn some of the essentials of the subject in college. It is conducted entirely with reference to the needs of the average student and with emphasis on the practical usefulness of an acquaintance with Latin in everyday life. Indivisible course.

Open to Freshmen.

Three hours, through the year. M. W. F., 10.

Omitted in 1924-25. Professor Brackett

12. Catullus, Selections; Tacitus. Agricola; Horace, Selections from the Odes. The year is about equally divided between the three authors. In connection with the work in Horace

and Catullus metrical translation is encouraged, and some of the more famous poems are committed to memory.

Open to Freshmen.

Three hours, through the year. Tu. Th. S., 11.

Professor Brackett

13a. Plautus and Terence. Ancient comedy, Greek and Latin, is discussed, and the writings of Plautus and Terence are compared.

Three hours, first semester.

Omitted in 1924-25, and to be omitted in 1925-26.

14b. Letters of Pliny; Selections from the *Satires* and *Epistles* of Horace, and from Juvenal. These authors are read with particular attention to the information the selections contain in regard to literary and social conditions under the empire.

Three hours, second semester.

Omitted in 1924-25, and to be omitted in 1925-26.

15a. Selections from Cæsar and Cicero. This course is open to students who have had Latin 11 or its equivalent. The principal aim is to increase the student's ability to read Latin.

Three hours, first semester. M. W. F., 11.

Professor Brackett

To be omitted in 1925-26.

15b. Selections from Ovid's *Metamorphoses.*

Three hours, second semester. M. W. F., 11.

Professor Brackett

To be omitted in 1925-26.

DEPARTMENT OF BIOLOGY

Professor Cole, Mr. Potter

The courses in Biology are designed to meet the needs of four general classes of students. Courses 11, 12, 14, 22, 30 and 31 are offered every year; the other courses alternate yearly.

The first class of student consists of those who desire to take Biology as a *minor* to supplement other courses or as a general cultural subject. Such students will take Biology 11, followed by any of the other courses open to them.

The second class includes those who wish to prepare themselves to study Medicine or Sanitary Science. These students should *major* either in Biology or Chemistry. A *major* in Biology requires twenty-four semester hours, which, for premedical students, should include courses 11, 13, 15 and 16. The subjects pursued will then be General Biology, Vertebrate Anatomy, Embryology and Histology. Students preparing to take up the study of Sanitation should add to the premedical subjects course 18, and if possible, course 12 also.

The third class comprises those who intend to make Biology their profession; who wish to prepare themselves to teach the subject and to become skilled investigators. Such students should *major* in Biology, and should confer with the instructors in the department before planning their programs. Supplementary *minor* courses shall be taken in Chemistry, Physics, Geology and Psychology, with at least two-thirds of them in Chemistry and Physics.

The fourth class consists of graduate students who desire to pursue research work in Biology with the possibility of satisfying the requirements for the degree of Master of Arts. For such students correlative courses in Chemistry, Physics, Geology and Mathematics are required, the number and extent to be determined upon consultation with the head of the Biology department. Opportunity is afforded for instruction, supervised experimental work and for independent investigation. The laboratories are equipped with the usual apparatus and materials needed in biological study, and any additional equipment required for special purposes will be provided whenever possible. Conditions are also favorable for examinations of biological literature, since the library has complete files of the more important journals in Zoology, Physiology and Biological Chemistry, as well as a large collection of books in these and other branches of Biology.

COURSES IN BIOLOGY

1. Primarily for Undergraduates

11. General Biology. This course is designed to acquaint the student with the elementary forms, forces and laws of living matter. In addition to class-room work, illustrative types are

observed in the laboratory, and simple experiments are performed. The first semester deals with plant biology, furnishing the student with a general knowledge of plant life, with emphasis placed upon those plants which illustrate best the laws of life, and the agencies at work which have produced the present varied flora. The second semester considers animal biology with emphasis placed upon the morphological and physiological features of animals in comparison and contrast with those of plants. The subjects of behavior, genetics and evolution are treated during the latter part of the semester. This course is prerequisite to all other courses in Biology. Three lectures and one laboratory period per week.

Open to Freshmen.

Three hours, through the year. M. W. F., 10; W. or F., 2.
Professor Cole, Mr. Potter

12. General Physiology. An introduction to the study of the fundamental properties of living matter; its composition, organization and behavior. Emphasis is placed upon the laboratory work involving experiments with living organisms and the interpretation of results. Prerequisites are Biology 11, Chemistry 11 and Physics 11 or 112. Chemistry 15 and 19 are also desirable. Two lectures and two laboratory periods per week.

Three hours, through the year. T. Th., 11; Th., 2; and additional period. Professor Cole

13a. Comparative Anatomy of Vertebrates. A comparative study of the structure and development of vertebrate animals. This course is designed to meet the needs of prospective students of Medicine, and those who intend to *major* in Biology. Prerequisite is Biology 11. Two lectures and two laboratory periods per week.

Three hours, first semester. W. F., 9; M. 2; and additional period. Mr. Potter

Given in 1924-25 and alternate years.

14. Botany. This course deals with a more detailed study of plant life and serves as a continuation course after Biology 11. Emphasis is placed upon those groups of plants which are of evolutionary significance. In addition this study will be aug-

mented in the spring by field work to acquaint the student with the local flora. Prerequisite Biology 11. Three lectures and one laboratory period per week.

Three hours, through the year. T. Th. S., 10; Th. 2.

Mr. Potter

15a. Embryology. The origin of the germ cells and of the individual; the development of the individual from the egg to the adult, with consideration of the problems of differentiation. The laboratory work includes an introduction to embryological technique and the dissection of the early stages of representative vertebrates. Prerequisite is Biology 11, with Biology 13 recommended. Two lectures and two laboratory periods per week.

Three hours, first semester. W. F.; 9; M. 2 and additional period. Mr. Potter

Not given in 1924-25. To be given in 1925-26. and alternate years.

16b. Histology. A study of the cellular structure of organisms, including an introduction to histological technique. Prerequisite is Biology 11, with Biology 13 recommended. Two lectures and two laboratory periods per week.

Three hours, second semester. W. F., 9; M. 2 and additional period. Mr. Potter

Given in 1924-25 and alternate years.

18a. Bacteriology. An introduction to the principles of bacterial physiology, and to general bacteriological technique. Prerequisite is Biology 11 with Biology 12 recommended. Two lectures and two laboratory periods per week.

Three hours, second semester. W. F., 9; M. 2 and additional period. Mr. Potter

Not given in 1924-25. To be given in 1925-26 and alternate years.

2. For Graduate Students and Advanced Undergraduates.

20a. Invertebrate Zoology. A detailed study of the structure, life-histories and behavior of representative invertebrate animals. Emphasis is placed upon the laboratory work. Pre-

requisites are Biology 11, 13 or 15, and 16. Two lectures and two laboratory periods per week.

Three hours, first semester. Hours to be arranged.

PROFESSOR COLE

Not given in 1924-25. To be given in 1925-26 and alternate years.

21a. GENETICS. The principles of variation, selection, and heredity; the physical bases of heredity; Mendelian and non-Mendelian inheritance and the application of their laws to breeding and eugenics are the topics considered in this course. Illustrative laboratory experiments are performed. Prerequisites are Biology 11, 15, 16 and Mathematics 11 or 18. Two seminars and two laboratory periods per week.

Three hours, first semester. Hours to be arranged.

PROFESSOR COLE

New course, to be given 1926-27 and alternate years.

22. SPECIAL PROBLEMS. Students who wish to pursue any of the subjects described above in more detail, or any other approved biological subject will be assigned laboratory and library work, planned in accordance with the preparation and abilities of the individual students. Reports will be made twice weekly. Prerequisites are at least six semesters of Biology courses in which a rank in the upper half of the respective courses was maintained.

Hours and credits to be arranged.

PROFESSOR COLE; MR. POTTER

3. PRIMARILY FOR GRADUATE STUDENTS

30. RESEARCH. Original investigation of approved subjects, with conferences and reports, in the fields of General Biology, or General Physiology. Prerequisites are at least six semesters of Biology, Chemistry 11, Physics 11 or 112 and Mathematics 11 or 18, or their equivalents.

Hours and credits to be arranged. PROFESSOR COLE

31. RESEARCH. A course similar to 30 in the fields of Plant Morphology, Physiology or Evolution.

MR. POTTER

DEPARTMENT OF CHEMISTRY

Professor Merigold, *Professor White
**Professor Warren

The instruction offered in Chemistry falls into two main groups:

First, courses intended primarily for undergraduates. These are designed for those students who wish to acquire the necessary foundation for professional work in Chemistry, for pre-medical students, and for those desiring some knowledge of the subject as part of their general education.

Second, courses intended primarily for graduates. These courses offer advanced instruction to students possessing the requisite foundation in Chemistry, Physics, and Mathematics, and afford training in the methods of chemical research.

Undergraduate Work

Students who expect to make Chemistry a profession should *major* in Chemistry and should either take a *minor* in Physics or at least two years' work in that subject.

Students intending to study Medicine should take as much work in Chemistry as possible. Courses 11, 13, 15 and 110 are essential. Courses 14, 18, and 216 should be included, if possible. In fact, the subject of Physical Chemistry, course 18, is even now required for admission to some of the medical schools and is almost equally essential with the courses before mentioned. Attention is called to the statement regarding pre-medical courses under the announcement of the Department of Biology.

The attention of all students intending to enter undergraduate courses in Chemistry is called to the matter of the laboratory fees and breakage deposits on page

Graduate Work

It is the purpose of the Department of Chemistry to provide the graduate student with that broad training in the fundamental principles of Chemistry which shall adequately equip him for a subsequent scientific career. A considerable number of the students entering this department for graduate work will naturally

*Resigned, February, 1925. **From February, 1925.

look forward to an academic career. It is not intended, however, to provide training for such men alone, for the equipment for technical research, whether for public or private interests, requires equally a thorough familiarity with the underlying principles of science and with the methods of experimental investigation. Whether a student shall devote himself to pure or to technical research is a matter of individual interest and inclination rather than of training. The purpose of the department is to provide the training on lines sufficiently broad to enable the student to exercise a choice between technical and purely scientific work.

Advanced Degrees and Research

The requirements for advanced degrees cannot be met by the mere pursuit of a course of studies nor by the mere execution of a research. For this reason no definite course of graduate studies is outlined, but the student is expected to carry such courses as will enable him to acquire a comprehensive knowledge of the subject of Chemistry during the course of his residence at the University. Students who are not fully prepared for graduate work will be required to make up any deficiencies either before undertaking graduate work or while at the same time taking a limited amount of graduate work. In such cases it is to be expected that the time necessary to obtain an advanced degree will be correspondingly extended.

All students registered for advanced degrees are expected to devote not less than thirty hours per week to laboratory work. In the case of a student working for a Master's degree a portion of his time may be devoted to special laboratory work in organic, inorganic, and physical Chemistry.

Graduate scholarships and fellowships are available for students in this department. See page

COURSES IN CHEMISTRY

1. Primarily for Undergraduates

11. General Chemistry. Chiefly inorganic. Systematic study of the elements and their principal compounds, and the fundamental laws and theories of Chemistry. Three lectures, and three hours of laboratory work per week.

Open to Freshmen. Professor Merigold

Three hours, through the year. M. W. F., 11; M., 2.

13. Qualitative Analysis. Basic and acid. Chiefly laboratory work, nine hours per week. Occasional lectures and recitations upon the theories involved. Open only to students who have taken course 11 or its equivalent.

Three hours, through the year. Tu. F., 2.

Professors White and Warren

14. Quantitative Analysis. Chiefly laboratory work, with occasional lectures, recitations, and problems. A carefully selected series of quantitative determinations, designed to give the student as wide a range as possible of typical methods of quantitative manipulation, both gravimetric and volumetric. Six hours of laboratory work, and one lecture per week. Open only to those who take or have taken course 13.

Three hours, through the year. Th., 3; Tu. Th., 4.

Professor Merigold

15. Organic Chemistry. Systematic study of the compounds of carbon and their applications to the arts. Three lectures per week. Open to all who have taken course 11 or its equivalent.

Three hours, through the year. Tu. Th. S., 9.

Professors White and Warren

18. Physical Chemistry. Two lectures and three hours of laboratory a week, introducing the student to the principal chapters of modern chemical theory. To be admitted to this course, students must have passed Chemistry 11 and 14 and Physics 11. A knowledge of organic chemistry and calculus is desirable.

Three hours, through the year. W. F., 9; W., 2.

Professor Merigold

19. (To be numbered 216, q.v., in 1925-26). Biological Chemistry.

110. Organic Synthesis and Analysis. Laboratory work, consisting of the preparation of typical organic compounds, qualitative testing for the ordinary elements and organic groups, the quantitative determination of carbon, hydrogen, nitrogen, and the halogens. Course 110 should be taken, if possible, in

connection with course 15. The work of this course requires nine hours of laboratory work per week. It is advisable for the student to take or to have taken course 14.

Three hours, through the year. M. Th., 2.

Professors White and Warren

2. For Graduate Students and Advanced Undergraduates

212b. History of Chemistry. This course is intended to cover the historical development of the science. An attempt is made to give the student some knowledge of the individuality of the men whose work has resulted in the growth and development of modern Chemistry. Attention will be given also to the relation of Chemistry to other sciences at various periods of development. Lectures, collateral reading, reports and thesis.

Open to graduate students and seniors who take or have taken Chemistry 11 and 15 or equivalent courses.

Three hours, second semester. Tu. Th., 10.

Professor Merigold

214. Advanced Quantitative Analysis (including Gas Analysis). Open only to students who have taken course 14. This course is primarily intended for those who expect to specialize in Chemistry, and may also be taken with advantage by those who intend to study Medicine. The laboratory work will be varied, if desire, to meet the needs of individual students. Occasional lectures treat the subject systematically from both practical and theoretical standpoints. Laboratory work, nine hours per week.

Three hours, through the year. Tu., 3. Professor Merigold

215. Advanced Organic Synthesis. In this laboratory course, newer methods of preparation are studied, and an original investigation is initiated.

Three hours, through the year. M. Th. 2.

Professors White and Warren

216. Biological Chemistry. A laboratory course in which the fundamentals of the chemistry of proteins, carbohydrates and fats are studied, and more specialized subjects as the chemistry

of blood and urine are taken up according to the needs of the individual student. Chemistry 14, 15 and 110 prerequisite.

Three hours, through the year. M. Th., 2.

Professors White and Warren

217b. Glass Blowing. Mainly laboratory practice in the manipulation of glass for general chemical purposes.

One hour, second semester. Th., 5.

3. Primarily for Graduate Students

31. Advanced Inorganic Chemistry. Discussion of special features of inorganic and analytical chemistry, theoretical and practical. Sources of error, limits of accuracy, preparation of pure inorganic materials and exact methods of analysis required in fields of research necessitating precise analysis. Principles of electro chemistry.

Twice a week, through the year, with laboratory work.

Professor Merigold

32. Advanced Theoretical Chemistry. Discussion of the principles underlying the transformation of matter and of the conditions for equilibrium in various systems. Applications of the Phase Rule and the determination of the free energy of chemical reactions.

Twice a week, through the year. Professor Merigold

33. (Numbered 312 in 1924-25). Advanced Organic Chemistry. Conferences are held at which the fundamental conceptions and problems of organic chemistry are dealt with in a systematic manner. Current literature, applicable to the subjects under discussion, is reviewed.

Twice a week, through the year. M. F., 11.

Professors White and Warren

34b. Colloids. Lectures and laboratory work on the principles underlying matter in the colloidal condition.

One hour, second semester. W., 11.

35b. Seminar. Staff and graduate students. Reports on research work being carried on in the laboratory and report and discussion of recently published work in related fields.

Once a week, second semester.

DEPARTMENT OF ECONOMICS AND SOCIOLOGY

PROFESSOR BRANDENBURG, MR. MAXWELL, MR. WATTS

The attention of students looking forward to a business or professional career is especially directed to the courses in Economics. These courses are intended to give the student an understanding of the economic structure of society and of its functioning, and also to train him in the critical analysis of economic problems. They aim primarily to prepare the student for the place of enlightened leadership which the community rightfully expects the college-bred man to assume, and to fit him for grappling with the broader problems that confront the business man. The department recognizes, too, the demand for the development of courses stressing the application of economic principles to business technique with the objective of fitting liberally-trained men for capable functioning in the business world; expansion in this direction has already begun and will continue in the immediate future as rapidly as facilities permit.

The courses in Sociology give training for citizenship with rather less direct bearing upon business. These courses attempt to give some understanding of the complex forces and principles underlying the human relationships which grow out of our intricate social organization. Only as these forces and principles are better understood can we expect constructive suggestions and intelligent guidance for future social growth.

Economics and Sociology are most happily associated, whether as *major* or *minor* subjects, with work in the departments of History and International Relations, Geography and Geology in their more economic aspects, Psychology, and English. Other combinations are not undesirable. For example, one equipping himself for industrial Chemistry might well choose Economics for his *minor* subject; or, one whose *major* interest lies in the social sciences, particularly in the fields of research into statistical and business problems, will find courses in Mathematics highly desirable.

Economics 11 is a prerequisite to all other courses in the department, with the possible exception of Economics 14a and 14b,

and, under unusual circumstances, of Sociology 11. Sociology 11 is a prerequisite to further work in Sociology. Undergraduates majoring or minoring in either branch of the department are urged to take Economics 11 in their Sophomore year and Sociology 11 in their Junior year; only under unusual circumstances should they postpone these introductory courses.

A sufficient range of courses will be offered in cycles of two or three years so that graduate students may be adequately prepared for candidacy for the doctorate in this department. The classification of courses as undergraduate, intermediate, and graduate is necessarily an elastic one. Graduate students electing courses in the intermediate category will be required to do additional reading; undergraduate students in courses of the second group will be expected to do work of substantially graduate caliber.

The attention of students in Economics and Sociology is directed also to closely allied courses offered in the Department of Geography, Geology, History and International Relations, Mathematics and Psychology.

Department of Geography:

14a. Economic Geography. (Agricultural).
15b. Economic Geography. (Industrial).
25b. Industrial Geography.
26b. Geography of World Commerce.
243a. Economic Geography of South America.
341b. Agricultural Geography of North America.
342b. Land Utilization in the United States.
277a. Geography of Eastern Asia.

Department of Geology

122. Economic Geology.

Department of History and International Relations:

27. Latin America.

Department of Mathematics:

113. Mathemetical Theory of Statistics.

Department of Psychology

202 Social Psychology.

COURSES IN ECONOMICS

1. Primarily for Undergraduates

11. Principles of Economics. An introduction to the fundamental economic principles, together with a study of the practical application of these principles in the problems of American life.

Indivisible course.

Three hours, through the year. M. W. F., 10.

Professor Brandenburg

12. Labor Problems. A study of labor organizations; the aspects of labor questions as reflected in labor legislation; the labor of women and children or other special classes; minimum wage, social insurance; employers' associations, the selection and training of workers, labor turn-over, welfare work, shop committees, profit-sharing and similar questions.

Three hours, through the year. Professor Brandenburg

Omitted in 1924-25.

13. Money, Banking and the Business Cycle. The principles of money and banking, with special reference to their functions in the present economic organization of society. History of money and banking in the United States and Western Europe. The Federal Reserve system will be considered in some detail. Foreign exchange, organized speculation in its relation to the money market, and the business cycle are included in the subject matter of the course. Prerequisite, Economics 11. Graduate students registering in this course may receive credit by doing additional work. Indivisible course.

Three hours, through the year. M. W. F., 11. Mr. Maxwell

14a. Economic History of Western Europe. The development of European industry and commerce since the Industrial Revolution. This course may advantageously be taken as an introduction to Economics 14b; it may, with the consent of the instructor, be elected concurrently with Economics 11.

Three hours, first semester. M. W. F., 9. Mr. Maxwell

14b. Economic History of the United States. The economic progress of the United States from the Colonial period to the present. Such topics as the following will be discussed:

economic life in the colonies; the development of agriculture and manufactures; changes in the forms of transportation; domestic and foreign commerce; tariff policy; banking, currency and public finance; problems of industrial combination. This course may, with the consent of the instructor, be elected concurrently with Economics 11.

Three hours, second semester. M. W. F., 9. Mr. Maxwell

15a. Public Finance. A study of the principles of public expenditures, revenues and debts, with particular reference to American conditions. Prerequisite, Economics 11. Graduate students registering in this course may receive credit by doing additional work.

Three hours, first semester. Tu. Th. S., 9. Mr. Watts

16b. Statistics. Methods of collecting, utilizing and presenting statistical data, with special reference to economic statistics. Text-book, lectures and problem work.

Three hours, second semester.

Omitted in 1924-25.

17b. International Trade and International Finance. The theory of international trade and its application to questions of commercial policy. Arguments for and against protective duties and the influence of the tariff on certain important American industries.

Three hours, second semester. Tu. Th. S., 9. Mr. Watts

2. For Graduate Students and Advanced Undergraduates

28b. Corporation Finance. The organization of a corporation; the problem of capitalization; the financial plan; corporate securities; the management of corporate income; receivership and reorganization.

Three hours, second semester.

Omitted in 1924-25.

210b. Economic and Social Reform. The historical and economic background of reform movements; socialism as a criticism of the system of the classical economists and of existing in-

stitutions, as a theory of social progress, and as a program of social reform; other plans and projects for economic reconstruction.

Three hours, second semester. M. W. F., 11.

PROFESSOR BRANDENBURG

3. PRIMARILY FOR GRADUATE STUDENTS

31. INTERNATIONAL ECONOMIC POLICIES. National tariff policies or other commercial restrictions with the international problems arising therefrom; national, private or public establishments for the promotion of foreign trade; banking and credit facilities as factors in foreign trade; commercial treaties; navigation laws and general maritime policies of important commercial nations.

Two hours, through the year. M., 7-9 P. M.

PROFESSOR BRANDENBURG

32a. LAND ECONOMICS. A study of those social and economic relationships arising out of man's dependence on land as a factor in the production of economic goods.

Three hours, first semester. PROFESSOR BRANDENBURG

To be omitted in 1925-26.

38a. HISTORY OF ECONOMIC THOUGHT TO THE END OF THE 18TH CENTURY. Study will be made of those periods important in the history of economic thought, starting with Greek antiquity. Somewhat less attention will be given to Roman antiquity and to the Middle Ages. In the modern period the contributions of the Mercantilists, the Physiocrats and Adam Smith, will be estimated.

Three hours, first semester. (Hours to be arranged).

Omitted in 1924-25. MR. MAXWELL

38b. MODERN ECONOMIC THOUGHT. The rise and development of modern schools of economic thought will be traced, starting with the English Classical School and proceeding to examine the German Historical School, the Austrian School, the Mathematical School. Some attempt will be made to treat recent developments. Attention will be given rather to the history of thought than to analytic criticism of specific doctrines.

Three hours, second semester. (Hour to be arranged).
Omitted in 1924-25. Mr. Maxwell

39. Value and Distribution. An advanced course in economic theory, involving a critical reading of Smith, Ricardo, J. S. Mill, and representative modern economists. Intended to trace the progress of economic thought since the early part of the nineteenth century and to train the student in critical consideration of economic principles. The course is conducted mainly by discussion, in which the students are expected to take an active part.
Indivisible course. Mr. Maxwell
Three hours, through the year. (Hours to be arranged).

311. Seminar in Economics and Sociology. Round-table meetings are held fortnightly in the evening for presentation of the results of investigation by members of the Seminar. As occasion offers, other persons are invited to address the Seminar on matters of general interest.
All graduate students in the department are expected to attend. Seniors *majoring* in Economics and Sociology are urged to do so.
Professor Brandenburg, Mr. Maxwell, Mr. Watts

COURSES IN SOCIOLOGY

1. Primarily for Undergraduates

11. Principles of Sociology. Origin of human society; factors which have affected progress and determined present social structure; forces, principles, and processes now operative in society; a summary view of insistent social problems; the possibility of intelligent guidance of future development.
Prerequisite, Economics 11 or Junior standing.
Indivisible course.
Three hours, through the year. Tu. Th. S., 10. Mr. Watts

2. For Graduate Students and Advanced Undergraduates

22. Social Pathology. An examination of the causes and nature of poverty, defectiveness, and crime; the problems associated with, or arising out of, the presence of these classes in society; methods advocated or used for the prevention or amelioration of these conditions.
Prerequisite, Sociology 11.

Three hours, through the year. Tu. Th. S., 11. Mr. Watts

See also Economics 12, Labor Problems; Economics 210b, Economic and Social Reform.

3. Primarily for Graduate Students

31. Sociology Seminar. A first-hand study of private and public institutions of Worcester City and County devoted to welfare, charitable, or correctional work; studies of local population growth and racial composition; social relations between the urban community and adjacent rural regions. [The exact content of this course is determined from year to year by the *major* interests, preparation, and experience of the students registering.]

One to three hours, through the year.

See also Seminar in Economics and Sociology, page 95.

DEPARTMENT OF EDUCATION AND SCHOOL HYGIENE

Professor Burnham

The work of this department is in the closest connection with that in the Department of Psychology and largely based upon it. The aim is to give all students, both undergraduates and graduates, the opportunity for an introduction to the subject of Education as a universal culture interest, and prevision for the significant aspects of Education in the school and the community. Among those who plan to become teachers it aims also to develop professional interests and to give knowledge of sound principles and methods and of the best educational literature, as a preparation for practical school work.

Graduate Work

To graduate students the department gives the opportunity for research in the problems of genetic pedagogy, child hygiene, mental hygiene, and the large problems of education in relation to industry and society. The department offers courses leading to the degrees of Master of Arts and Doctor of Philosophy.

The work in this department is intended to meet the needs of the following classes of students:

First. Those intending to teach some other specialty but who wish a general survey of the history, present state, methods, and

recent advances in the field of university, professional, and technical education.

Second. Those who desire to become professors of Pedagogy, heads or instructors in normal schools, superintendents, medical inspectors, or otherwise to become experts in the work of education.

Third. Those who wish to become students of the great problems of education and hygiene in relation to industrial and social development.

Courses in Psychology are open to properly qualified students in this department, and it is expected that those who have not had extended training in Psychology will take suitable courses in this subject.

The Departmental Library

The library of the department has a large collection of educational literature, being especially rich in German and French literature. Many of the more common educational books are accessible in the Worcester Public Library and have not been duplicated by the University. The large collection of text-books in the library of the American Antiquarian Society and its valuable historical material are also accessible to the University students.

The collection of educational periodicals includes a large number of the best foreign journals—English, French, German, etc.

COURSES IN EDUCATION AND SCHOOL HYGIENE

1. Primarily for Undergraduates

No courses announced.

2. For Graduate Students and Advanced Undergraduates

23. Principles of Education. This course treats certain fundamental educational principles and involves an historical study of several important chapters in Education. Such topics as the following will be included. Educational ideals. The interrelation of educational aims. The dominant aim at different stages of development. The correlation of educational forces. The family and education. The church and education. State aid and control. The scientific method in education. Antithetic educational principles. The history of nature vs. convention in

education. Individualism vs. collectivism. The manifestation and influence of these educational ideals as illustrated in England, France, and Germany before the war and tested by the war. The present opportunity in education and the problems of educational reform and reconstruction. This course is primarily for graduates but with the consent of the instructor may be taken by undergraduates who have had a sufficient preparation in Psychology. One lecture per week.

One hour (or *two hours,* with prescribed reading), through the year. T., 10. PROFESSOR BURNHAM

Omitted in 1924-25.

28. THE TEACHING PROFESSION. The evolution of the teacher's calling. The teaching body as a social group in relation to other economic and social groups. The social function of the teacher. Characteristics of the teaching body as a social group. The teacher and the parent. The teacher and the artisan. The teacher in the countries of antiquity, in China, India, Greece, Rome, etc. The medieval teacher. The teachers of the early Renaissance. The great schoolmasters of the Reformation. The reformers, Comenius, F. A. Wolfe, Pestalozzi, et al. The teaching profession in Germany. Fundamental principles concerning the training of teachers. The normal schools. The hygiene of teaching.

One hour (or *two,* with prescribed reading), through the year. PROFESSOR BURNHAM

To be omitted in 1925-26.

See also Psychology 201, EDUCATIONAL PSYCHOLOGY, page 116.

3. PRIMARILY FOR GRADUATE STUDENTS

36. HYGIENE OF THE SCHOOL CHILD. This course has been given in alternate years with the course on the Hygiene of Instruction. Some of the more important chapters in modern school hygiene will be considered, including such topics as: The conditions that determine growth and development, physiological age, the physical and mental differences between children and adults, the general principles of somatic and mental hygiene, the hygiene of the senses, modern studies of defects of sight and

hearing, school diseases, the hygiene of the voice, the mouth, the teeth, the nose. Tests of ability to work and of physical condition. Medical inspection. Conditions of efficient brain activity. The development of habits of healthful mental activity. The hygienic aspects of recent psychological studies.

Lectures *one hour per week,* through the year. S., 10.
Omitted in 1924-25. PROFESSOR BURNHAM

37. THE HYGIENE OF INSTRUCTION AND THE PRINCIPLES OF MENTAL HYGIENE. The topics considered include: The significance of stimulation in the development of the nervous system, the development of associated stimuli and conditioned reflexes. The conditions of efficient brain activity. The general principles of mental hygiene. The effects of drug stimuli, alcohol, tobacco, caffeine, and the like. Fatigue. The period of study. Recesses. The optimum conditions of school work. The hygienic aspects of examinations, discipline, and punishment. The relations of discipline to mental hygiene. The hygiene of different subjects of school instruction.

One hour per week, through the year. PROFESSOR BURNHAM
To be omitted in 1925-26.

39. SEMINAR. The work is determined largely by the needs of the students who take this course. It is expected that each member of the seminar will elect some subject for special investigation, either in the field of Education or School Hygiene. A coöperative method is used so that each student may profit by the work of all of the others. Opportunity will be given, to a limited degree, for research in the principles and methods of instruction in Geography. See page 68.

One and a half or two hours per week, through the year. Th.,3.
PROFESSOR BURNHAM

DEPARTMENT OF ENGLISH

PROFESSOR AMES, PROFESSOR DODD, MR. ROSINGER

Prescribed work in English consists of English 11, required of all Freshmen, and six semester hours in English Literature, or English 14 and 3 semester hours of English Literature, required of all students, to be completed by the end of the Junior year.

English 14 is required of all Sophomores not excused because of high standing in English 11. A *major* in English consists of twenty-four semester hours, including English 11; a *minor* of eighteen semester hours, including English 11.

COURSES IN ENGLISH

1. Primarily for Undergraduates

11. English Composition. The course aims through constant practice in composition and the reading of literature to give the student greater facility in written expression.

Required of Freshmen.

Three hours, through the year. Tu. Th. S., 11 or 12.

Professor Dodd

13a. Shakespeare. A general survey of Shakespeare's works, including the reading and class discussion of twenty plays.

Three hours, first semester. Tu. Th. S., 11. Professor Ames

14b. English Composition. A course in expository writing, required of all Sophomores not exempted by high standing in English 11.

Three hours, second semester. Mr. Rosinger

16b. English Composition. Weekly themes in exposition, the editorial, the informal essay and narrative. Open to students who have completed English 11.

Three hours, second semester. M. W. F., 11.

Professor Ames

18b. The Bible. This course aims to stimulate an intelligent appreciation of the Bible as literature. It consists of an interpretation chiefly of the Old Testament, its history and epic, poetry and oratory, philosophy and prophecy.

Three hours, second semester. Professor Ames

19b. English Literature of the Eighteenth Century. Readings from Addison, Steele, Defoe, Swift, Pope, Fielding, Sterne, Johnson, Boswell, Chesterfield, Walpole, Goldsmith, Burke, Burns.

Three hours, second semester. Tu. Th. S., 11.

Professor Ames

110a. Nineteenth Century Poetry. A brief study of the works of Tennyson and Browning, with collateral reading in other poets of the nineteenth century. Professor Ames

Three hours, first semester. M. W. F., 10.

111. American Literature. Readings in American Literature, from the Colonial period to the present day. The course may be elected for the year or for the first semester only.

Open to Freshmen. Professor Ames

Three hours, through the year. Tu. Th. S., 12.

112. Nineteenth Century Essays. Among the essayists read are Lamb, De Quincey, Macaulay, Carlyle, Emerson, Thoreau, Mill, Ruskin, Arnold, Newman, Pater, Huxley, John Fiske. Opportunity is given for appropriate collateral reading in fiction and poetry, and in essayists of the present day. The course may be elected for the year or for the first semester only.

Three hours, through the year. M. W. F., 11.

Professor Ames

113b. Modern Drama in English. A study of contemporary American, English and Continental dramatists.

Open to Freshman with approval of the instructor.

Three hours, second semester. Tu. Th. S., 10.

Professor Dodd

121a. Biography and Letters. A study of the biography, autobiography and correspondence of distinguished authors, together with painters and sculptors, from the eighteenth century to the present day.

Three hours, first semester. Tu. Th. S., 10. Professor Dodd

122b. Versification. A study of the verse and verse forms of the twentieth century. The course is especially designed to afford also frequent practice in verse composition.

Open to Freshman with approval of the instructor.

Three hours, second semester. M. W. F., 9. Professor Dodd

123a. Elizabethan Drama. A study of the plays written by Shakespeare's distinguished contemporaries.

Three hours, first semester. M. W. F., 9. Professor Dodd

123b. The Victorian Novel.
Open to Freshman with approval of the instructor.
Three hours, second semester. M. W. F., 9.
Professor Dodd

DEPARTMENT OF GEOGRAPHY

A complete statement of the aims and the scope of the courses in Geography and the related subjects, Physiography, Meteorology, and Climatology, will be found in the announcement of the Graduate School of Geography, on pages 56-70.

DEPARTMENT OF GEOLOGY

PROFESSOR LITTLE

1. Primarily for Undergraduates

12. General Geology. First semester. A study of the rocks which compose the earth's surface, the physical processes which act on them and an interpretation of the land forms which result from this modification. The structure of the earth is also studied and the practical applications indicated. Except that the study of weather and climate are omitted, this course may be taken as an introductory course in Physiography.

Second semester. The geological history of the earth including the geography of the past and the evolution of life as interpreted through the study of rocks and fossils.

Three recitations and one laboratory period weekly. Occasional local field trips are taken. Attendance on one out-of-town field trip lasting one or two days may be required.

Indivisible course.

Three hours, through the year. M. W. F., 8; F., 2.
Professor Little

122. Economic Geology. About one half of the first semester is occupied with an elementary study of crystallography, mineralogy and blowpipe analysis. The remainder of the year is spent in a study of the origin of the deposits of useful minerals and a discussion of the world's more important occurrences. Special attention is given to the distribution and control among the various countries of nonmetallic substances such as coal, petroleum, and phosphates; and metallic substances such as iron,

copper, and gold. Elementary Chemistry and Geology are desirable. Three class meetings and one laboratory period weekly.

Indivisible course.

Three hours, through the year. M. W. F., 11, and laboratory period to be arranged. PROFESSOR LITTLE

DEPARTMENT OF GERMAN

PROFESSOR RANDOLPH, MR. ROSINGER

The Department of German offers at present a three-year sequence of courses, in addition to Scientific German.

German 11 offers to those who have not previously studied German an opportunity to begin that language in college. German 12 provides a means of meeting the requirement of a course of second year college grade in foreign language (see page 43). German 15 should be taken by those who plan to offer German in fulfillment of the requirement of three years' credit in some one foreign language.

COURSES IN GERMAN

1. PRIMARILY FOR UNDERGRADUATES

11. ELEMENTARY GERMAN. Drill in pronunciation and grammar; composition; reading of easy prose.

Three hours, through the year. Tu. Th. S., 9.

MR. ROSINGER, first semester
PROFESSOR RANDOLPH, second semester

12. SECOND YEAR GERMAN. Review of grammar, with composition; the reading of several easy pieces of modern prose. The course is a continuation of German 11.

Open to Freshmen.

Three hours, through the year. Tu. Th. S., 12.

MR. ROSINGER

15. GERMAN CLASSICS. Reading of Representative works of German writers, such as Heine's *Harzreise;* Goethe's *Götz von Berlichingen.* Lectures on German literature, with particular attention to the Romantic Movement in its various phases.

Prerequisite, German 12 or its equivalent.

Three hours, through the year. Tu. Th. S., 11.

MR. ROSINGER

16b. Scientific German. Lassar-Cohn, *Die Chemie im täglichen Leben,* and Greenfield's *Technical and Scientific German* are employed as texts in alternating years. The course is designed especially for men *majoring* in science, but the subject matter includes much of interest to the casual student. Prerequisite, German 12 or its equivalent.

Open to Freshmen. Professor Randolph

Three hours, second semester. Tu. Th. S., 11.

18. Advanced Reading and Conversation. The course takes up through the medium of suitable German texts a variety of topics designed to acquaint the student with essential facts about Germany and the German people. About a third of each recitation hour is devoted to conversation in German. Open to students who have had at least three years of work in the language.

Three hours, through the year.

Omitted in 1924-25, and not to be offered in 1925-26.

DEPARTMENT OF HISTORY AND INTERNATIONAL RELATIONS

PROFESSOR BLAKESLEE, PROFESSOR DENNIS

ASSISTANT PROFESSOR LANGER, ASSISTANT PROFESSOR HEDGES

Undergraduate Work

The aim of the department in its undergraduate work is to give in its several courses a broad knowledge of the more significant aspects of the growth of the leading countries of the world. This includes the study not only of the important facts, but more especially of the processes of development in government, diplomacy, society, business, religion, science, and education. The courses are not limited to a consideration of Europe and the United States, but include the progress and present-day conditions of the leading countries of South America, Asia, and Africa. While the work is designed primarily to give a cultural knowledge of general world affairs, many of the courses are of especial value to those who are preparing to teach, or to enter the field of law, theology, social service, or government.

Courses 11 and 12b, primarily for Freshmen, are open to members of all classes; courses 15, 16, and 17 are open to Sopho-

mores, Juniors and Seniors, although History 11 or its equivalent will normally be required as a prerequisite for courses 15 and 16.

Graduate Work

The distinctive feature of the graduate work is the emphasis it places upon the various aspects of International Relations. Without neglecting investigation in the economic, political, and social life of preceding centuries, it makes an especial study of the problems and the difficulties constantly arising in the international relations and diplomacy of the family of states. The field includes not only the United States and the nations of Europe, but also the newer and rapidly developing states of Asia, Latin America, and Africa. Especial attention is also given to the history of the United States.

Fellowships in History and International Relations

A Fellowship in American History, known as the American Antiquarian Society Fellowship, has been established by members of the American Antiquarian Society. It has an annual value of three hundred dollars in addition to remission of tuition fees.

The subject of research chosen by the Fellow for his Doctor's dissertation should be selected within the field of American History before 1880, the period in which the Library of the American Antiquarian Society, located in Worcester, is of greatest assistance to historical investigators. In addition to the society's valuable manuscripts of the Colonial period, it has an unequaled collection of books printed in America in the early period and of American newspapers from 1660 to 1860.

Regular University Fellowships and Scholarships are also available for students in this department.

The Doctorate

The various courses offered in the department are so arranged, in cycles of two or three years, that students working for their doctorate will be enabled to secure a full program each year. Those taking History as a *major* are advised to elect their *minor* either in Geography or in Economics.

A feature of the method of instruction in the department is

the frequent informal conferences between instructor and student, and the Seminar method in many of the courses.

The following courses in related departments are closely connected with work in History, and may advantageously be taken to supplement major work in the Department of History and International Relations.

Department of Geography

10a. Fundamentals of Geography.
14a. Economic Geography (Agricultural).
15b. Economic Geography (Industrial).
102b. Geography of North America.
104b. Geography of Europe.
243a. Economic Geography of South America.
27a. General Principles of Anthropogeography.
276a. The Geography of the Mediterranean Region.
275a. Geography of Northwest Europe.
277a. The Geography of Eastern Asia.

Department of Economics and Sociology

14a. Economic History of Western Europe.
14b. Economic History of the United States.
17b. International Trade and International Finance.
31. International Economic Policies.

Department of Psychology

202. Social Psychology.

COURSES IN HISTORY AND INTERNATIONAL RELATIONS

1. Primarily for Undergraduates.

11. Medieval History. The course covers the period from the fall of Rome to the French Revolution, and serves as a general introduction to further historical study. The aim is to give a clear and accurate picture of the life and of the great movements of the medieval and early modern period. Indivisible course.

Open to Freshmen..

Three hours, through the year. M. W. F., 9.

Professor Blakeslee

12b. American Political Problems. This is not a descriptive course in government, but rather an attempt to orientate the student in history and the social sciences through the medium of a presentation of some of the more pressing problems of present-day American life. Among the problems to be discussed are the history and principles of American political parties, the relation of the President and Congress, the Judiciary, immigration, the Negro, government control of industrial relations, civil liberty, international relations and the outlawry of war.

Designed especially for Freshmen, but also open to other students. Assistant Professor Hedges

Three hours, second semester. Tu. Th. S., 10.

15. History of England from the 15th Century to the Present. A general course open to Sophomores, Juniors and Seniors. Lectures, textbook, collateral reading, and quizzes. The purpose is to discuss the life of Englishmen at home, in relation with the Continent, and in the Empire.

Three hours, through the year. M. W. F., 9.

Given in the second semester only of 1924-25. Usually given through the year. Professor Dennis

16. Europe Since 1815. A general introductory survey of the history of continental Europe from the end of the Napoleonic period to the present time. The lectures will cover the development of democracy and nationalism, the growth of modern imperialism and the partition of Africa, as well as the industrial revolution and the consequent spread of Socialism. Emphasis will be laid on the causes and course of the World War and on the present situation in Europe.

Indivisible course. Assistant Professor Langer

Three hours, through the year. Tu. Th. S., 11.

17. American History Since 1783. After a brief survey of the colonial beginnings of American History and the American Revolution, the course will treat carefully the period since 1783. Emphasis will be placed upon the newer points of view in the study and writing of American History. Indivisible course.

Three hours, through the year. Tu. Th. S., 12.

Assistant Professor Hedges

2. For Graduates and Advanced Undergraduates

20. A Survey of International Relations. The course will give a general survey of the whole field of international relations and furnish a foundation for further and more specialized work. It will consider the chief factors involved in this study, such as race, nationality, historical tradition, population, boundaries, economic resources, and imperialism; and present an outline of the important concrete problems of the world at the present time.

Two hours, through the year. Professor Blakeslee

New course, not to be offered before 1926-27.

21a. British India. A survey of European rivalry in India, the work of the East India Company, the development of administration by the crown, and the recent developments toward self-government. Economic relations with Europe, military history, the expansion of Indian relations with other parts of the world, immigration, and religious and revolutionary movements are among the topics considered.

Two hours, first semester. M. W., 4. Professor Dennis

Omitted in 1924-25.

21b. Selected Topics in Modern Diplomatic History. Lectures and research work in various fields and world diplomacy. Among the topics which may be included are Anglo-French relations, the Near East, the diplomatic history of the Mediterranean basin, the partition of Africa, and Anglo-Russian relations.

Two hours, second semester. M. W., 4. Professor Dennis

To be omitted in 1925-26.

211a. The Historical Geography of the United States. The course will consist of a study of the geographic factors in the development of the social, economic, political and institutional life of the American people from colonial times to the present. History 17 or its equivalent will normally be a prerequisite.

Three hours, first semester. M. W. F., 11.

Assistant Professor Hedges

212. Social and Intellectual History of the United States. This course will consist of a discussion of the forces which have moulded American society from colonial times to the

present, together with a presentation of the more important intellectual movements, including Puritanism, Transcendentalism, "Young America," Fundamentalism, etc.

Three hours, through the year.

Assistant Professor Hedges

New course, not to be given before 1926-27.

22. The Far East. The course deals especially with Japan, China, and Russia in Asia, stressing foreign affairs, government and politics, and economic, industrial and commercial conditions. A careful study is made of the relations, diplomatic and commercial, with the United States.

Three hours, through the year. M. W. F., 10.

Omitted in 1924-25. Professor Blakeslee

23. Central Europe in the 19th Century. This course is concerned chiefly with Germany and Austria-Hungary. After a few introductory lectures the problem of German unity is taken up in detail. The second semester is devoted to the treatment of German supremacy after 1870, to the economic development of the German Empire, and to the national movements as well as to the foreign policy of Austria-Hungary. Special attention is given to the present situation and problems of Central Europe.

Three hours, through the year. Tu. Th. S., 10.

Assistant Professor Langer

24. The History of France and the Latin States of Europe in the Nineteenth Century. The general history of France, Italy and Spain, since the end of the Napoleonic Wars. The course will include the constitutional movement in France and Spain, the story of the Italian Risorgimento, the rise of the second French colonial Empire and the Italian colonial system, the industrialization of France and Italy, and finally the general Mediterranean questions as they were affected by the World War and by the peace settlement. The course presupposes a general knowledge of the history of the nineteenth century such as may be obtained from History 16.

Three hours, through the year. Tu. Th. S., 10.

Assistant Professor Langer

New course, to be given in 1925-26.

27. Latin America. A survey of the history of the various Latin American countries is followed by a consideration of international diplomacy, political problems, systems of government, race questions, economic and industrial conditions. Emphasis is placed upon the relations, both in trade and diplomacy, with the United States. Present problems are stressed, such as the Monroe Doctrine, Pan-Americanism, the Mexican issue, the American administration of Haiti and Santo Domingo, and the recent Santiago Conference.

Three hours, through the year. M. W. F., 10.

Professor Blakeslee

28a. Napoleon Bonaparte. The career of Napoleon, with emphasis upon international relations, including colonial policy, and the influence of Napoleon on world politics.

Two hours, first semester. M. W., 4. Professor Dennis

Omitted in 1924-25.

28b. The Recent History of the British Empire. An analysis of the British Imperial Possessions, emphasizing the developments and problems of the last quarter of a century.

Two hours, second semester. M. W., 4. Professor Dennis

Omitted in 1924-25.

29. Russia and the Near East in the 19th Century. The aim of this course is not only to trace the development of Russia's policy in relation to the Near Eastern Question, but to study the general problem of the decline of the Ottoman Empire and the rise of the Balkan States, as well as the growth of the revolutionary movement in Russia. The course of events since 1914—the Revolution and the Bolshevik régime in Russia, and the recent National revival in Turkey, will be particularly emphasized.

Three hours, through the year.

Omitted in 1924-25. Assistant Professor Langer

3. Primarily for Graduate Students

31. International Law. A general course adapted for graduate students who will do a large amount of independent reading. The principles of international law are presented and

then illustrated by recent and pending international controversies of a legal nature. Lectures, text books, class discussions, and the study of the important cases in standard collections.

Two hours, through the year. M. W., 3.

PROFESSOR BLAKESLEE

32. RECENT INTERNATIONAL RELATIONS OF THE UNITED STATES. A lecture and research course covering the period from the Civil War to the present, with emphasis upon American foreign policies during and since the World War. Especial consideration is given to the history and present status of American relations with Great Britain, Germany and France; the Monroe Doctrine; the Caribbean and the Open Door policies; and the rival doctrines of Isolation and International Co-operation.

Two hours, through the year. M. W., 3.

PROFESSOR BLAKESLEE

35. THE INTERNATIONAL RELATIONS OF THE PACIFIC. The course deals with the islands of the Pacific Ocean. Among the topics presented are: the "scramble" for the Pacific in 1884; Germany's colonial empire; the Pacific island possessions of the United States; Japan's colonial aims and policy; naval bases and strategic centers; economic and commercial values; the World War in the Pacific; the settlement at the Paris Conference; mandates—their administration, and the claims of the United States; and the results of the Washington Conference.

One hour, through the year. PROFESSOR BLAKESLEE

Omitted in 1924-25.

321. SELECTED TOPICS IN RECENT BRITISH HISTORY. A research course based upon a study of source material. The fields of investigation will change from year to year. In 1923-24, Anglo-Turkish relations, the rise of the Labor Party, and Dominion status were considered.

Two hours, through the year. M. W., 5. PROFESSOR DENNIS

Given in 1924-25 in the second semester only.

331. EUROPEAN INTERNATIONAL RELATIONS, 1878-1918. A study of the diplomatic history of Europe from the Congress of Berlin to the Peace of Versailles on the basis of the abundant source material recently published. Bismarck's system of alli-

ances and the hegemony of Germany, the development of the Eastern question and the estrangement of Austria and Russia, the Franco-Russian Alliance, the growing rivalry of Germany and England, the Entente Cordiale and the diplomatic aspect of the World War are all studied.

Two hours, through the year. Tu. Th., 3.

Omitted in 1924-25. Assistant Professor Langer

332. Historical Bibliography and Criticism. A study in the methods of historical research and writing. Introductory lectures on the nature and aims of history and examination of the methods in criticizing and interpreting documents. Practice in synthesizing material and a survey of the various schools of historical writing from the times of Herodotus to the present day.

Two hours, through the year. Tu. Th., 3.

Assistant Professor Langer

333. Topics in the Recent and Contemporary History of Continental Europe. The course will consist chiefly of research by the individual student in problems confronting the European countries at the present day. Such questions as Fascism in Italy, the nationalist problems in the Succession States of the Austrian Empire, the whole organization of the Danube Basin, Republicanism and Democracy in Germany, Bolshevism, and the nationalist movement in Turkey will be taken up as well as some of the more strictly continental international problems, such as reparations and territorial questions.

Two hours, through the year. Th., 3-5.

Assistant Professor Langer

New course, to be given in 1925-26.

341. The United States Since 1865. A synthesis of the political, social and economic forces in the development of the United States since the Civil War. The course will be developed by topics, and emphasis will be placed upon interpretation rather than narration. A reasonable familiarity with the period will be assumed.

Two hours, through the year. Tu., 4-6.

Assistant Professor Hedges

342. The Influence of Westward Expansion in American Development. The westward movement from colonial times to the passing of the frontier will be discussed in detail. The influence of westward expansion in moulding American character and shaping the peculiar course of American history in the 19th century; the problems arising from the colonization of the west and the reaction of these problems upon national development will be considered. The adjustments made necessary by the passing of the frontier will also be emphasized.

Two hours, through the year. Tu., 4-6.

Assistant Professor Hedges

351. Research in the International Relations of the United States. Professor Blakeslee

352. Research in the International Relations of the Pacific and the Far East. Professor Blakeslee

353. Research in the History and International Relations of the British Empire. Professor Dennis

354. Research in the History and International Relations of Continental Europe. Assistant Professor Langer

355. Research in the Political and Economic History of the United States. Assistant Professor Hedges

36. Seminar. The students in the Department of History and International Relations meet one evening a week for the study of particular topics in international relations, the consideration of the results of investigation carried on in the Department, and for the review of book and magazine material of especial value. Each member is expected to present reports which then form the basis for general discussion.

In studying the problems arising out of the war the Seminar is fortunate in having at hand the excellent war collection of the University Library, one of the largest in the country, which already numbers between seven and eight thousand volumes.

Tu., 7.30.

Professors Blakeslee, Dennis, Langer and Hedges

DEPARTMENT OF MATHEMATICS

Professor Williams, Associate Professor Melville

The undergraduate courses are designed to furnish a practical knowledge of fundamental methods of Mathematics that will be useful in the affairs of life, in business, and in the pursuit of the sciences—as well as to prepare students for more advanced work in Mathematics.

A *major* in Mathematics consists of twenty-four semester hours, including courses 12, 13 and 14; a *minor* consists of eighteen semester hours, including course 12.

MATERIAL FACILITIES

The Library is provided with the more important text-books, treatises, and memoirs on the various branches of Mathematics, as well as the principal journals and transactions of learned societies that are devoted to any considerable extent to Mathematics.

The Department possesses a good collection of models in addition to an adequate instrumental equipment for the work in applied mathematics.

COURSES IN MATHEMATICS

1. Primarily for Undergraduates

11. Introductory Course*: For students with *major* or *minor* in Mathematics or Physics. Elements of plane Analytic Geometry, including the straight line; plane Trigonometry; elementary theory of equations including Horner's method and De Moivre's Theorem for complex numbers; elements of determinants; and elements of differential and integral calculus. "Unified" course.

Open to Freshmen.

Three hours, through the year. M. W. F., 9.

Professor Williams

12. Calculus and Analytic Geometry. Differential and integral calculus and Analytic Geometry.

Continuation of Course 11.

Three hours, through the year, M. W. F., 11.

Professor Williams

*See also course 18.

13. Calculus and Analytic Geometry of Three Dimensions. Continuation of course 12 with applications to solutions of problems.

Three hours, through the year, M. W. F., 10.

Professor Williams

14. Differential Equations.

Three hours, through the year, Tu. Th. S., 9.

Associate Professor Melville

18. Elementary Mathematics. A course offered primarily for students who do not intend to *major* in Mathematics or Physics but who still desire some mathematical training. The principal topics studied are Algebra, with emphasis on the solution of equations, plane Trigonometry, and coördinate Geometry. The course is designed to meet the needs of students in Physics and Chemistry who do not take Mathematics 11, and of students in other subjects who are interested in graphical methods or statistics.

Open to Freshmen.

Three hours, through the year, M. W. F., 8.

Associate Professor Melville

118. Analytical Geometry and Calculus. A continuation of course 18, giving to students who have taken that course an opportunity to secure further mathematical training

Three hours, through the year.

Associate Professor Melville

New course, to be offered in 1925-26.

19b. Astronomy. Chiefly descriptive, the object being to make the students acquainted with the main features of the heavens, celestial phenomena and laws governing them, and the most important theories that have been devised to explain them.

Alternates with course 110a.

Open to Freshmen.

Three hours, second semester, Tu. Th. S., 10.

Omitted in 1924-25. Professor Williams

110a. Elementary Surveying. Fundamental principles; field work with transit, level, sextant, compass, and chain; map making and map reading.

Alternates with course 19b.

Open to Freshmen who have had trigonometry.

Three hours, first semester.

Omitted in 1924-25.

113a. Mathematical Theory of Statistics. Introductory course for graduate students in Geography, Biology, Economics and Psychology.

Three hours, first semester. Professor Williams

DEPARTMENT OF PHYSICS

PROFESSOR GODDARD, MR. ROOPE

The aim of the undergraduate work of this Department is to give to students a knowledge of the principles which are at the basis of modern applications of science to human affairs. It is deemed equally desirable to impart a knowledge of the methods and results of modern physics which are influencing so profoundly our fundamental concepts, and without which no one may hope to be considered liberally educated. The Department aims also to fit students in the minimum of time with professional preparation for Chemistry, Meteorology and allied sciences, Medicine, Engineering, and Science teaching, as well as for professional or graduate work in Physics.

The Department will be glad to discuss, with those desiring to follow Physics as a profession, the opportunities in teaching and in industrial laboratories, and to arrange programs of courses best suited to individual requirements.

For students majoring in Physics, the following sequence of courses is recommended:

Course No.	Year	Physics Prerequisites	Mathematics Prerequisites
11	First	None	None
14	Second	11	None
15	Second	11	12 or 18
18	Third	11	11
22 or 23	Third	11	12
23 or 22	Fourth	11	12 or 18
219	Fourth	11	None

Sequences for students not *majoring* in Physics are as follows:

Physics as a *minor*: Courses 11, 14, and one or more of 15, 18, 19, 22, 23 and 29.

Pre-medical course: Course 11, and if desired, 112.

Major in Chemistry: Courses 11, 14, 18, and 15 or 23.

Major in Biology: Courses 11, 14, and 18.

Major in Meteorology and Climatology: Courses 11, 14 and 15.

Mathematics Minor

In case the *minor* for graduate students is in Mathematics, courses may be arranged with the Mathematics Department, or a special course on applied mathematics may be taken under the Physics Department, based on Mellor's *Higher Mathematics for Students of Chemistry and Physics.*

COURSES IN PHYSICS

1. Primarily for Undergraduates

11. General Physics. This course gives a general knowledge of the principles of Physics, as applied in industry and in the household, and also of the newer developments of Physics, including the elementary theory of radio, Roentgen rays, and the electrical basis of matter. It is desirable for all students intending to specialize in Chemistry, Biology, Mathematics, Law, or Medicine, and is the natural starting point for those desiring to do further work in Physics. It may also be taken as a general science course by those not *majoring* in Science. During the first semester, the work covers mechanics and heat, and during the second semester, electricity and magnetism, wave motion, sound, and light. The text book is Duff's *General Physics.* Mathematics 11 or 18 is advised, but not required. Lectures and recitations, with one laboratory period per week. Course not divisible.

Open to Freshmen.

Three hours, through the year. W. F., 10; Th., 2.

Professor Goddard

To be given as above in 1925-26. Given in 1924-25, six hours per week through the first semester and three hours per week through second semester.

13. Physical Measurements. A laboratory course of exercises in mechanics, heat, electricity and light for those desiring a somewhat further training in the measurement of physical quantities, or for those desiring additional work in Physics to satisfy pre-medical requirements. Prerequisite, Physics 11.

One hour, through the year, F., 2. Professor Goddard

14. Mechanical and Electrical Measurements. During the first semester this course consists of laboratory exercises in dynamics, including kinetics of translation, angular momentum, the gyroscope, and elastic properties of materials, followed by advanced problems in heat.

In the second semester, the course consists of electrical measurements, including inductance, capacity, and conduction, by various methods, together with advanced problems in optics.

Prerequisite, Physics 11.

Three hours, through the year. M. W., 2; F., 12. Mr. Roope

15. Thermodynamics and Optics. The work of the first semester is in thermodynamics, including the thermal properties of the solid, liquid, and gaseous states, and the theory of heat engines. The second semester covers geometrical and physical optics, and includes work in practical photography. The respective text-books are *Heat for Advanced Students,* Edser, and *A Treatise on Light,* Houstoun. Prerequisite, Physics 11.

Three hours, through the year. T. Th. S., 10. Mr. Roope

17. Advanced General Physics. Lectures and recitations. This course is intended for those desiring a more advanced presentation of mechanics, electricity, heat, and light than is afforded by Physics 11, yet who do not desire year courses in these special subjects. Although the treatments are less complete than in courses 22, 23, and 15, a good perspective of the subject of Physics may nevertheless be gained. Mathematics 12 must be taken before or with this course. Prerequisite, Physics 11.

Three hours, through the year. Professor Goddard

Omitted in 1924-25.

18. Laboratory Methods. A course in the methods of preparing and presenting the results of experiments, involving pre-

cision of measurement, method of least squares, mean value, logarithmic plotting, mechanical integration, and the preparation by each student of a report on at least one assigned topic that involves reference tables and literature. This course is recommended for students specializing in any of the sciences which involve laboratory work. Prerequisite, Physics 11.

One hour, through the year. T., 11. MR. ROOPE

PHYSICS 19. ADVANCED METEOROLOGY. One phase of the course will be daily observation, interpretation, and local forecasting of the weather. The other will involve a systematic study of meteorology, including in general the historical development of the science. Prerequisite, six hours of college physics, three hours of college mathematics, some chemistry, and Geography 12. Not divisible.

Three hours, through the year.

PROFESSOR GODDARD AND ASSOCIATE PROFESSOR BROOKS

New course, to be offered in 1925-26.

2. FOR GRADUATE STUDENTS AND ADVANCED UNDERGRADUATES

22. THEORETICAL MECHANICS. This course is a systematic presentation of theory by lectures and recitations together with the solution of problems. Mathematics 12 must be taken before or with this course. PROFESSOR GODDARD

Three hours, through the year. M. W. F., 8.

23. THEORY OF ELECTRICITY AND MAGNETISM. This course treats of the general principles of dynamo and motor design, high-frequency phenomena as involved in radio, radio-activity, and the electron theory of matter. This course is of especial importance to those intending to specialize in Physics, Mathematics, or Engineering. The prerequisites are Physics 11, and either Mathematics 11 or 18; Mathematics 12 must be taken before or with this course. A knowledge of differential equations is advised.

Three hours, through the year. PROFESSOR GODDARD

To be omitted in 1925-26.

~~219.~~ HISTORY OF PHYSICS. A conference course on the history of the various branches of Physics. Open to seniors *major-*

ing in Physics and to others by special permission of the Collegiate Board.

Three hours, either semester or through the year.

PROFESSOR GODDARD

29. PHYSICS OF THE AIR.

Three hours, through the year.

PROFESSOR GODDARD AND ASSOCIATE PROFESSOR BROOKS

New course, to be offered first in 1926-27.

3. PRIMARILY FOR GRADUATE STUDENTS

34. (Numbered 24 in 1924-25). ADVANCED MECHANICS. This course includes vector analysis, the equations of Lagrange and Hamilton, the methods of Hamilton and Jacoby, and Newtonian logarithmic potential functions, together with a discussion of applications to various branches of physics. The motion of rigid bodies, theory of moving axes, and the theory and application of the gyroscope are also treated.

Three hours, through the year. PROFESSOR GODDARD

35. ADVANCED ELECTRICITY AND MAGNETISM. The theory of electricity and magnetism is treated from the classical and the modern viewpoints, and includes the theory of the electromagnetic field, generalized impedance, electric waves, and recent developments.

Three hours, through the year. PROFESSOR GODDARD

New course, to be given in 1925-26.

26. THE PARTIAL DIFFERENTIAL EQUATIONS OF MATHEMATICAL PHYSICS. Included in this course are vector analysis, the methods of Cauchy and Fourier, developments in series, the methods of Green and Riemann-Volterra, normal functions, and integral equations.

Two hours, through the year. PROFESSOR GODDARD

New course, to be given in 1925-26.

37. RESEARCH WORK IN PHYSICS. Research work on an original problem in physics. Required of candidates for the A.M.

PROFESSOR GODDARD

39. RESEARCH IN METEOROLOGY.

PROFESSOR GODDARD AND ASSOCIATE PROFESSOR BROOKS

310. Seminar and Research Conference. A seminar on modern theories of physics, together with conferences on current literature and on the researches in progress.

Once a week, through the year. T., 4.

Professor Goddard and Staff

DEPARTMENT OF PSYCHOLOGY

Professor Sanford*, Professor Murchison
Visiting Professor Koehler, Assistant Professor Nafe

Laboratory Facilities

The Psychological Laboratories occupy sixteen rooms on the third floor of the Main Building of the University. These laboratories were established by G. Stanley Hall immediately after the founding of Clark University, and constituted the first adequately appointed and complete psychological laboratories in America. These laboratories, under the direction of Edmund C. Sanford and John W. Baird, increased rapidly in size and in research possibilities. The collection is rich in historical apparatus and is especially complete in the better types of chronoscopes, the Vernier chronoscope being invented and developed here by Edmund C. Sanford. The laboratories have an annual appropriation sufficient to provide for the purchase and manufacture of any apparatus that may be required for general and special investigations. The workshop contains an excellent equipment for the manufacture and repair of apparatus.

Library Facilities

The library facilities for research in psychology, anthropology and education are exceptional both in range and in quality. Approximately one-half of the entire Clark University Library consists of reference works in these fields. All the important psychological journals in the world, more than sixty in number, come regularly to the library.

The G. Stanley Hall Research Fund

This research fund, which will ultimately amount to approximately $200,000, was left by the late G. Stanley Hall to support

*Died, Nov. 22, 1924.

research in the general field of genetic psychology. It is quite likely that the Trustees will shortly establish a G. Stanley Hall professorship in Genetic Psychology, to which will be invited a leading psychologist who has achieved his reputation in this general field. When all this fund becomes available it will be possible to conduct very extensive researches in this general field.

The Pedagogical Seminary and Journal of Genetic Psychology

This famous journal, founded by G. Stanley Hall in 1891, and devoted by him to the publication of research work in that phase of genetic psychology concerned with child behavior, is now the property of the Department of Psychology, and has been reorganized and will be conducted under the guidance of an international editorial board. Superior research reports from graduate students may be published in this journal.

The G. Stanley Hall Library

Dr. Robert Hall has given to the department his father's entire library, including pictures and furniture. This library has been reconstructed in one of the rooms of the psychological laboratories, and is available for inspection by former students of G. Stanley Hall and others interested in the conditions under which he worked. This is by no means a departmental library, but is a memorial to which may be added other objects of significance in the life of G. Stanley Hall.

The Powell Lectures in Psychological Theory

Through the generosity of Dr. E. E. Powell of Oxford, Ohio, the department is this year offering to students and to other members of the community a series of lectures on psychological theory by the leading representatives of the most significant schools of psychology. Dr. Morton Prince gave an exposition of Purposive Psychology on the evenings of December 12, 15 and 17, 1924, while Dr. John Watson gave an exposition of the Behavioristic Psychology on the afternoons and evenings of January 16 and 17, 1925. Dr. Knight Dunlap will give an exposition of his more reconciling methods in psychology on the evenings of April 20, 21 and 22, 1925. Other significant schools of psy-

chology will also be represented by their leaders during the year 1925.

Fellowships, Scholarships and Assistantships

In addition to assistantships in psychology a generous number of scholarships and fellowships are available from year to year ranging in value from $150 to $600.

Doctor Wolfgang Koehler

Dr. Koehler, head of the Department of Psychology in the University of Berlin, will be in the department as Visiting Professor from February 1925 until February 1926. He will offer courses in Comparative Psychology, including his famous work with anthropoid apes, and courses in the Gestalt Theory.

Undergraduate Work

The Department this year has charge of a general orientation course required of all freshmen. In addition to this course the department offers work in general elementary psychology, elementary experimental psychology, and will offer such additional courses to undergraduates as will make possible a major in psychology.

Graduate Work

Admission. Admission to graduate work in Psychology, as in the case of other departments, is subject to the approval of the Graduate Board. However, the Graduate Board does not admit without the approval of the Department. Admission is open to those individuals who have been graduated from accredited institutions, and whose academic record gives promise of the successful conduct of graduate work. Admission is not open to those who have never had training in elementary Psychology. The Department is interested chiefly in obtaining those students whose general ability is far above the average and whose recommendations are cordial and unmistakable.

Courses. Each graduate student in full residence in the University is required to carry a full schedule of courses, such courses to be selected with advice of the instructors concerned and with the approval of the chairman of the Department. The

courses in the Department are planned so as to give to each student working for an advanced degree such necessary training as courses can give, and all such courses are required of all graduate students in residence except in special individual cases.

The Master's Degree. The general university requirements for the master's degree are explained elsewhere in the catalogue. The Department will supplement these requirements in individual cases where it seems wise to do so. Students hoping to become candidates for the master's degree, such degree to be conferred at some definite future time, should discuss the matter without delay with the chairman of the Department. It is a policy of the Department that the master's thesis be based on orginal research and be a genuine contribution to that extent.

The Doctor's Degree. Only superior graduate students are encouraged to become candidates for the doctor's degree. Not only is such a candidate required to obtain exact information concerning all the significant psychological methods of research, but he is also required to demonstrate actual ability to use one or more of these methods in original research on important problems. Such candidates are not allowed to postpone meeting their language requirements, but are required to meet such requirements during their first year of residence unless the department allows special consideration for important reasons. The thesis problem should be agreed upon before the end of the second year of residence, and should be the chief occupation of the student during his final year in residence. A student will be unable to receive his degree in less than three years unless he comes credited with graduate work elsewhere. The Department is emphatically not devoted to any *single* method of research.

Theses. In addition to the general university requirements concerning the preparation and delivery of theses, the department has a supplementary requirement of an additional copy of each thesis, to remain on file in the department.

COURSES IN PSYCHOLOGY

1. Primarily for Undergraduates

111a. Orientation for Freshmen. This course is required of all Freshmen and is at the present time under the supervision

of the Department of Psychology. The purpose of the course is to acquaint the student with some of the significant facts concerning the evolution of behavior with special reference to learning and reasoning. The objective world is described to the student by representatives from the departments of physics, chemistry, geology, and geography. This is followed by a consideration of the evolution, structure and functioning of the nervous system. Then the general problem of behavior is discussed by representatives from the departments of biology, economics and history. Against this background an attempt is made to visualize the significance and nature of learning and reasonable behavior.

Three hours, first semester. T. Th. S., 10.

PROFESSOR MURCHISON

11b. GENERAL ELEMENTARY PSYCHOLOGY. This course follows 11a and is an introductory course in elementary psychology. 11a is a prerequisite for this course and this course is prerequisite for all following courses in the department. Textbook, lectures and collateral reading.

Three hours, second semester. T. Th. S., 10.

PROFESSOR MURCHISON

12. EXPERIMENTAL PSYCHOLOGY. This is more than an elementary course, Psychology 11 being prerequisite. Lectures and demonstrations three hours a week during the first semester, covering the general principles of Experimental Psychology. Laboratory work during the second semester. The entire resources of the laboratory are available for this course. The student will be made familiar, by use, with the apparatus used in psychological investigations. This course or its equivalent prerequisite to 203 and all graduate work for advanced degrees.

Two until four, M. W. F.

Three hours, through the year. ASSISTANT PROFESSOR NAFE

13. EDUCATIONAL PSYCHOLOGY. Announcements concerning this course are dependent upon the addition of further personnel to the department.

2. FOR GRADUATE STUDENTS AND ADVANCED UNDERGRADUATES

201a. EDUCATIONAL PSYCHOLOGY. The aim of this course is a consideration of the learning process in its various aspects

and in its dependence upon men's original tendencies and capacities.

Three hours, first semester. Tu. Th. S., 9.

To be omitted in 1925-26. PROFESSOR SANFORD

202. SOCIAL PSYCHOLOGY. In the beginning of this course the history of Social Psychology will be analyzed somewhat in detail. This will be followed by consideration of the characteristics of human nature as they are expressed in social customs and in the variety of individual differences. This will be followed by consideration of the inevitable effects of social customs and individual differences upon the various social institutions. The psychology of society will be emphasized quite as much, if not more, than the social psychology of the individual.

Three hours, through the year. M. W. F., 10.

To be omitted in 1925-26. PROFESSOR MURCHISON

203. SYSTEMATIC PSYCHOLOGY. This is a two year course. It is a systematic study of Experimental Psychology. The course will include, in 1925-26, perception, association, memory, imagination and emotion; in 1926-27, sensation, imagery, affection and attention. Psychology 12 or its equivalent is a prerequisite.

Three hours, through the year. ASSISTANT PROFESSOR NAFE

New course, to be given in 1925-26.

204b. ANIMAL PSYCHOLOGY. This course will consist of a systematic examination of the methods and theories of animal psychology. Material from extensive experimentation with anthropoid apes will be available for the requirements of this course. Admission to this course by permission of the Chairman of the Department.

Two hours, second semester. PROFESSOR KOEHLER

205. GENERAL EXPERIMENTAL PSYCHOLOGY. This course is primarily for graduate students who have not had an opportunity as yet to work in a well equipped psychological laboratory. Admission to the course is by consultation only.

Two until four, M. F., two until three W.

Three hours, through the year.

ASSISTANT PROFESSOR NAFE

3. Primarily for Graduate Students

302. Advanced General Psychology. A study of the major problems of psychological science in the light of Biology, Physiology, Psychiatry, and the Psychological laboratory.

Two hours, through the year.

To be omitted in 1925-26. Professor Sanford

303. Theory of Measurement. Announcements concerning this course are dependent upon the addition of further personnel to the department.

304. Journal Club. To be devoted to the study of selected topics in current Psychological literature. All students *majoring* in Psychology for advanced degrees are members of the Journal Club. At the beginning of the year each student will be assigned his journal, and he is expected to be familiar with the various articles published in that journal during the year.

Through the year. W., 3.

305. Research. All students *majoring* in the Department of Psychology for advanced degrees will be expected to undertake a suitable research problem under the direction of Professors Murchison, Koehler or Nafe.

306b. Mental and Nervous Diseases. Through the courtesy of the superintendent and staff of the Worcester State Hospital, the Department of Psychology is enabled to offer a course of sixteen lectures on Psychiatry and related topics. Some of the lectures will be given at the University and some (those requiring clinical demonstrations) at the Hospital.

One hour a week, second semester.

307b. Introduction to the Gestalt Theory. This course will not only deal with the psychological problems involved but also with such biological questions as are pertinent. Admission to this course by permission of the Chairman of the Department.

Two hours, second semester. Tu., 3-5.

Professor Koehler

308b. Criminal Psychology. This course investigates data bearing on the intelligence of the criminal, types of criminals, recidivism, effects of length of incarceration, racial and geogra-

omitted in 1924-25.

phical concomitants, seasonal distribution; religious, literate, age, domestic and industrial factors in crime; and attempts to describe criminal behavior in the light of norms already familiar.

To be omitted in 1925-26. PROFESSOR MURCHISON

310a. LECTURE COURSE ON EXCEPTIONAL CHILDREN. This course will consider the problem of the exceptional child, both in the light of what the mental tests reveal, and also in the light of educational and social demands.

A semester course open to graduate students and teachers.

One hour, first semester. S., 11. PROFESSOR SANFORD

To be omitted in 1925-26.

311a. SEMINAR ON CURRENT PSYCHOLOGICAL PROBLEMS. This is a semester course open to advanced graduate students meeting once a week for a two-hour period, time to be arranged.

To be omitted in 1925-26. PROFESSOR SANFORD

312. ADVANCED EXPERIMENTAL PSYCHOLOGY. Open only on consultation. The course consists of minor problems. The student will have an opportunity to demonstrate his laboratory ingenuity and technique. ASSISTANT PROFESSOR NAFE

314 PSYCHOLOGICAL THEORIES AND METHODS. This course will consider the historical development of significant psychological theories, the origin and development of significant schools of psychology, and will attempt an analysis of the various methods of research actually being used in contemporary laboratories.

Two hours, through the year. PROFESSOR MURCHISON

DEPARTMENT OF ROMANCE LANGUAGES

PROFESSOR CHURCHMAN*, MR. MELLOR

See the statement of the general requirement in foreign language, page 43, for all candidates for the A.B. degree.

As now organized, the French courses in this Department are planned with the following ends in view: French 11 and 12 are the basic language courses, in which it is the purpose to develop reading ability with at least a beginning of writing and speaking;

*Absent on leave 1924-1925.

when possible a student should take the full twelve hours of this sort of work. To the student who has completed 12, courses 13 and 14 offer an option between a continuance of general language work and a course limited to translation and literature; both may of course be taken. Those who have completed 13 and 14 may take 15 and 16—courses in which the literature of two important centuries is studied intensively. Prospective teachers will take course 18a.

A *major* in Romance Languages consists of at least twenty-four semester hours selected from the courses described below; but not more than twelve semester hours in elementary courses (French 11, Italian 11, and Spanish 11), may be counted in a *major*. A typical *major* for a student who has had three years of French in the high school would include courses 13, 14, 15, and 16,—with the teachers' courses or Italian or Spanish as alternatives. Those who have had less French would begin with French 12. A beginner would take 11, 12, 14, (also 13 if desired), and 15 or 16. The attention of students intending to *major* in Romance Languages is called to the statement concerning the required courses in Greek or Latin, on pages 42-43.

COURSES IN FRENCH

1. Primarily for Undergraduates

11. For Beginners. Grammar, pronunciation, oral work, and composition, based on Cerf and Giese's *Beginning French*. Reading of easy modern French. The main purpose of the course is to develop reading ability. Not divisible.

Open to Freshmen.

Three hours, through the year. Tu. Th. S., 9. Mr. Mellor

12. Intermediate. Reading of Modern French, with grammar, composition, pronunciation, and oral exercises. Course 12 is a continuation of course 11, and is also open to students who have had two years of high school French. Rapid review of Fraser and Squair's *Shorter French Course*. Reading from such works as Halévy's *un Mariage d'Amour, Les Misérables*

(Hugo), *le voyage de M. Perrichon,* (Labiche et Martin), *Le Crime de Sylvestre Bonnard* (France).

Open to Freshmen.

Three hours, through the year. Tu. Th. S., 8. Mr. Mellor

13. Advanced French. This course is designed to continue and supplement the language work of course 12; it is also open to students who have had three years of high school French. Since the parallel course (14) offers ample opportunity for the development of reading ability, the emphasis in this course is placed upon the spoken and written language. The major part of the early work is devoted to a careful study of pronunciation and to a very rapid review of the elements of grammar in application to oral exercises. Immediately thereafter comes a survey of grammar and syntax in Fraser and Squair's *French Grammar* (new complete edition). Oral work in every day French is continued through the year. The later months are largely devoted to rapid reading in the French short story and play, the material being handled in French oral and written exercises as often as possible.

Open to Freshmen.

Three hours, through the year. M. W. F., 9.

Omitted in 1924-25.

14. General View of French Literature. This course offers a general introduction to French literature with the triple purpose of meeting the needs of those who wish to gain some knowledge of that literature without doing the intensive linguistic work of French 13; of supplementing the work of French 13 by wider reading in good literature; and of laying the foundation for the specialized courses in the literature of particular centuries. For students entering with the minimum preparation the only text to be read is the Vreeland and Michaud *Anthology of French Prose and Poetry* (Ginn); but all who enter with more than this minimum are expected to read collaterally along lines to which their tastes may lead them. Brief outline of the facts of French literature and discussion of literary values based upon Strachey's *Landmarks in French Literature* (Holt). This course

is open to students who have passed French 12 or who have had three years of French in the high school.

Open to Freshmen.

Three hours, through the year. Tu. Th. S., 12.

Mr. Mellor

15. Literature of the Seventeenth Century. A large amount of reading from the works of Corneille, Racine, Molière, Boileau, La Fontaine, Descartes, Pascal, La Rochefoucauld, Bossuet, La Bruyère, Mme. de Sévigné. Historical and critical survey of the literature of the period, based upon Abry, Audic and Crouzet *Histoire illustrée de la littérature française.* The main purpose of this course is to give the student a first-hand knowledge of the masterpieces of French classical literature, with a connected and critical knowledge of the literary history of the period. After a rapid survey of preceding centuries in Strachey's *Landmarks in French Literature* (Holt), and a brief outline study of the seventeenth century itself by means of Strachey, and the Vreeland-Michaud *Anthology,* (Ginn), the most important authors of the seventeenth century are intensively studied, with as wide reading from each as time allows, supplemented by class discussion and the use of the manual for necessary information. No lectures or translating, the time in the class-room being devoted to discussion and reading in the original.

Three hours, through the year.

Omitted in 1924-25.

Note: For admission to French 15 and 16, it is ordinarily expected that a student shall have passed French 14 with credit, but exceptionally good reading ability and a small amount of special preparation in the literature may occasionally make it possible to waive this condition.

16. Literature of the Nineteenth Century. Historical and critical survey, with wide reading from the most significant authors of the century. The spirit, method, and plan of the work are similar to those of course 15. First comes an outline study of the nineteenth century by means of Strachey's *Landmarks in French Literature* and the Vreeland and Michaud *Anthology.* Then, after a somewhat detailed discussion of the later eighteenth

century, follows the intensive study of the literary masterpieces of the nineteenth century, especially lyric poetry, drama, and the novel, accompanied by a discussion of the facts and comment contained in the Abry, Audic and Crouzet *Histoire illustrée de la littérature française* and in the writings of other critics. Few if any lectures, and no translation. For conditions of admission to this course see note above.

Three hours, through the year.

Omitted in 1924-25.

17. Advanced Composition and Oral Work. Designed to provide teachers and other advanced students with a ready command of the spoken and written language. Review of the theory and practice of pronunciation upon a phonetic basis. Systematic study of grammar and syntax through a hasty survey of R. T. Holbrook's *Living French,* a thorough mastery of E. C. Armstrong's *Syntax of the French Verb,* and special study of selected topics by means of references to several standard authorities. Futher familiarity with the spoken language is encouraged by use of the phonograph outside of class, and some special attention is given to the building of a vocabulary of common phrases and to systematic observation of French usage. Occasional themes in French. Open to students who have passed course 13 with credit, or who have done work equivalent in kind and amount.

Three hours, through the year

Omitted in 1924-25.

18a. Aims and Methods of Teaching French, with incidental reference to German and Spanish. Lectures and collateral reading. Practice teaching, under critical supervision, according to both the direct and text book methods. This course is open to students who have passed with credit French 12, German 12, or Spanish 12, or who have done the equivalent of one of these courses. A knowledge of more than one language is desirable, but not necessary.

Three hours, first semester.

Omitted in 1924-25.

19. Drama of the Nineteenth Century. Reading and discussion of one play a week selected from representative authors beginning with the Romantics and ending with contemporary dramatists, *e. g.,* Dumas, *père,* Hugo, Vigny, Musset, Scribe, Dumas, *fils,* Augier, Becque, Sardou, Coppée, Rostand, Hervieu, Bernstein, Brieux, Capus, Lavedan, Mæterlinck. This course meets in the evening and is open to qualified persons outside the student body. Fluent reading ability is assumed.

One meeting weekly, through the year

Omitted in 1924-25.

112. Scientific French. Open to students who have had three years of high school French, or French 12 in college. Daniel's *French Scientific Reader,* Luquiens' *Popular Science* and *First Scientific French Reader* (Bowen).

This course may be counted toward the requirement in foreign language only by students majoring in Division A (Science), and may not be presented as the "third-year language course," to meet the requirement 2 (c) page 42.

Open to Freshmen.

Three hours, through the year.

Omitted in 1924-25.

Saturday Morning Course (Intermediate French). Designed for those who have studied the language but who wish to review and continue it. Particular attention is paid to the needs of teachers interested in the phonetic approach to pronunciation. This course begins at the very beginning with the phonetic foundations of pronunciation, and then makes a hasty survey of the elements of the language, first upon a *reading* basis, next in the form of *aural* exercises, and finally in an *intensive review* of composition, oral exercises, rules and paradigms. When the elements have been thus surveyed, work of an intermediate grade is taken up in more leisurely fashion.

One hour, through the year., S., 11.

Omitted in 1924-25.

COURSES IN SPANISH

1. Primarily for Undergraduates

11. Elementary Course. The Hills and Ford *First Spanish Course*. Translation of simple prose. The first purpose of the course is to develop the ability to read, but a liberal use is made of oral and written exercises. Emphasis is divided between South America and Spain. Not divisible.

Open to Freshmen.

Three hours, through the year. M. W. F., 10. Mr. Mellor

12. Advanced Course. Combination of readings from Spanish literature with more advanced study of the language, oral and written. Review of the more difficult exercises in the Hills and Ford *First Spanish Course*. Reading of representative masterpieces, *e. g., Don Quixote* (selections), one modern novel, one play, short stories. Open to students who have passed course 11, or who have had two years of Spanish in the high school.

Open to Freshmen.

Three hours, through the year. Tu. Th. S., 9.

Omitted in 1924-25.

13. Third Year Spanish. To be given when justified by the demand. Readings from Spanish literature and further work in composition and speaking. Open to students who have passed course 12, or who have had three years of Spanish in the high school.

Open to Freshmen.

Three hours, through the year.

Omitted in 1924-25.

COURSES IN ITALIAN

1. Primarily for Undergraduates

11. Elementary Course. The chief purpose of this course is to develop as rapidly as possible the ability to read Italian easily and accurately. As soon as a hasty survey of the elements of the language has provided the student with the necessary materials, reading is begun, and thereafter oral exercises, composition, and grammar are used chiefly as a means to greater facility

in reading. Wilkins' *First Italian Book;* Grandgent's Italian *Grammar* (revised edition); Farina's *Fra le corde d'un contrabasso;* Fogazzaro's *Pereat Rochus; Italian Short Stories* (Wilkins and Altrocchi); Manzoni's *I promessi sposi*; possibly a play of Goldoni's. In the second semester either the *Inferno* or the *Purgatorio* of Dante is read. Not divisible.

Open to Freshmen.

Three hours, through the year.

Omitted in 1924-25.

Degrees Conferred

In the Calendar Year 1924

BACHELOR OF ARTS

Jerome Frederick Bergan
Jacob J. Berman
Charles Albert Brigham
William Brodie
Jason Hawking Chen
Irving Charles Cohen
Francis Joseph Coty
Charles Francis Cowdrey, Jr.
Ray Theodore Elliott
Hyman Isadore Feinberg
Ralph Wesley Gilbert
James Phillips Hannan
Russell Byron Hastings
(With Honor)
Everett Wesley Hood
Carl Albert Johnson
Charles V. King
Harold William Landin
(With Honor)
Abraham Maurice Lipschitz
(With High Honor)
Harold Edward Lynch
Katsuhei Miyamoto
Harry Pearse
Henry William Pope
Peter Frank Popko
Norwood Potter C.
(With Honor)
Ronald William Price
Eugene Laurian Richmond
Nils August Riffolt
(With Honor)
Michael Francis Riley
Richard Merill Saunders
(With Highest Honor)
Isadore Erwin Schultz
Jeremiah Patrick Shalloo
David Meyer Shor
Elmo Tanner
Percy Edward Thayer
Edmund Barber Towne
Charles Bushnell Wooster
(With Honor)
Jacob Isadore Yanofsky

BACHELOR OF EDUCATION

*Bessie Louise Park (1923)
Mary Jane Callahan
Edna Augusta Collamore
Jennie Eva Conner
Thekla Hodge

MASTER OF ARTS

Kenneth Smith Buxton
Emile Charlotte Caase
Stuart Hyland Cammett
Harry Gordon Carlson
Edward Seaton Carney
Jason Hawking Chen
Almira Gertrude Coulson
Hartley William Cross
Harry August Engleman
Wendell Fremont Farrington
Robert Munson Grey
LeRoy Marshall Handy
Donald Ellwood Higgins
George Franklin Howe
Edna Vesta Howell
George Ellsworth Johnson
(as of 1895)

*Not previously listed.

Ella Bartlett Knight
Frank Sidney Lloyd
Harry Elias Mack
Arthur Bruce Morrison
Harold Augustus Mountain
Arthur Morrill Neal
Denmatsu Nuki
Nucia Perlmutter
John Adrian Ridderhof
Nils August Riffolt
Ina Cullom Robertson
Percy Martin Roope
Henry Harrison Russell
Stanwood Bartlett Eugene Towne
Lester Perrine White
Guy Herbert Winslow

DOCTOR OF PHILOSOPHY

Phillip Gerald Auchampaugh
George Fletcher DesAutels
Willard N. Greer
Laura Lucile Morse
William Vyne Sessions

SUMMARY

Bachelor of Arts	37	Master of Arts	32
Bachelor of Education	5	Doctor of Philosophy	5

Register

Explanation: S—scholar; F—fellow;—HF—honorary fellow; numerals 25, 26, 27 and 28 are used to classify undergraduates; g—students formally admitted to the graduate division; s—special students; ss—summer school students in 1924; B—biology; Ch—chemistry; Ec—economics and sociology; Ed—education and school hygiene; G—geography; H—history and international relations; Ph—physics; Ps—psychology.

State omitted—Massachusetts; town omitted—Worcester; street names refer to streets unless otherwise indicated.

This list includes the names of all who have *matriculated* and *registered*.

Aherne, John, M., A.B.	s	Haverhill		Holy Cross Col.
Allen, Mary Kibbe	H S	Springfield	48	Downing
Amsden, Festus Gilbert	28	Athol		Estabrook Hall
Anderson, Henry Charles	26		52	Olga Ave.
Antoun, Toffee Ameen	28	Shrewsbury		
Armitage, Frank Guy, A.M.	H S	Albany, N. Y.		Estabrook Hall
Atwood, Rollin Salisbury, B.S.	G S		160	Woodland
Bailey, Ada H.	ss	Auburn, Maine		
Ballord, Irene S.	ss		4	Forestdale Rd.
Barber, Augustus Nichols	27		12	Tirrell
Barbosa, Pilar, B.A. in Ed.	H S	San Juan, P. R.	87	Florence
Barr, William John, A.M.	ss		2	Warden
Bassett, George Walter	26		95	Hillcrest Ave.
Bates, James Edmund, A.B.	ss	Providence, R. I.		
Battey, Gretchen Idella, A.B.	ss		263	Heard
Beaton, Stephen, Jr.	27	Millbury		
Becker, Raymond Carl	28		560	Chandler
Bemis, E. Meda	ss	Manchester, N. H.		
Benner, Clyde Freeman	26	Waldoboro, Me.	44	Florence
Bergin, John A., A.B.	ss	Millbury		
Beswick, Albert Edward	26	Diamond Point, N. Y.	4	Hancock
Bigelow, Charlotte E.	s		21	Institute Rd.
Bigelow, Roger	28		119	Forest
Birkel, Peter Frederick	28	Brooklyn, N. Y.		Estabrook Hall
Bjorklund, Frank Waldemar	28		56	Laurel
Blades, Ansley Oliver	25	Ash Grove, Mo.	35	Maywood
Blair, Eleanor M.	ss	Peoria, Ill.		
Blodgett, Randolph Chandler, B.S.	s	Concord, N. H.		
Bloom, William Olof, Jr.	28	Boylston		
Bodurtha, Robert Ellsworth, A.B.	ss H g		3	Wyman
Boland, Marion, A.M.	ss		21	Hollywood
Boson, Svea	ss		34	Orne
Boyden, Willard Ellis	ss 27	Sandwich	973	Main
Bresev, Morris Irving	27	S. Norwalk, Conn.	6	Wyman
Brooks, Bernard Francis, A.B.	ss H g		22	Winslow
Brown, Helen G., A.B.	ss	Flushing, O.		
Brown, Leighton	28	Groton, Conn.		Estabrook Hall
Bruce, P. Kendall	ss		16	Wyola Drive
Buck, Helen Angela	ss	Springfield		
Buckley, Helen T.	ss		28	Blossom
Burbank, Davis Edward	27		5	Lucian
Burfield, Helen S., A.B.	Ps S	Oregon	2	Woodbine
Butler, Guy Phineas	27	Lowell	35	Maywood
Buzzard, Robert Guy, S.M.	G F	Normal, Ill.	131	Lovell
Byrd, Lloyd E., D.M.D.	ss		29	Pearl
Caase, Emilie Charlotte, A.M.	H g		77	Downing
Callahan, Mary Jane	ss		145	Woodland
Callahan, Mary Monica	s		93	Elm
Camino, Carlos	s	Lima, Peru	36	Boynton
Carlson, C. William, B.D.	Ed g		2	Wilkinson
Carlson, Gustaf Harry	26		22	Stockholm
Carlson, Harry Gordan, A.M.	ss	St. Paul, Minn.		
Carver, Wells Elmer	28	Ludlow		Estabrook Hall
Case, Gilbert Eugene	ss	Greenwich		
Casto, Earle Ray, A.M.	G F	[illegible], Va.	193	Lovell
Chase, George Bryant	27	Stratford, Conn.	973	Main
Chelifou, Homer Peter	26		76	Orient
Choquette, Charles August	27		31	Chrome

Ciano, Michael Antonio		28	Waterbury, Conn.	Estabrook Hall
Civalier, Roland		27	Auburn	
Clapp, Marion F.		ss	Norwood	
Clark, Burton, Ph.D.	G	s	Utica, N. Y.	
Clarkson, Paul Stephen	ss	25		5 Bernice
Cockroft, Grace Amelia, A.M.	H	g	Woonsocket	
Coffyn, Kingsland Adams		28	New York City	Estabrook Hall
Cohen, Irving, A.B.		ss		7 Gold
Collamore, Edna Augusta	ss	s		11 Isabella
Collins, Margaret E.		ss		56 Wellington
Conner, Jennie Eva	ss	s	Southbridge	16 Oread
Coon, Florence M.		ss	Pittsburgh, Pa.	
Corash, Goldie, A.B.		s		721 Pleasant
Corbett, Katherine E.		ss		2 Stockton
Corbin, Milton Wallace		27		18 Hermon
Corkham, Cecil Simpson, A.B.		ss	S. Lancaster	
Corliss, Jane Barry		ss		600 Salisbury
Coty, Everett William		28		301 Cambridge
Coty, Francis Joseph, A.B.	H	S		301 Cambridge
Courtney, Ellen Agnes		ss		7 Sycamore
Cove, Joseph Edward		28		5 Taft
Cowdrey, Charles Francis, Jr., A.B.		ss		
Cowdrey, Florence Alden (Mrs.)		ss	Fitchburg	
Craciun, Paul		28	Fitchburg	
Cronin, Frederick Timothy		26	Southbridge	Estabrook Hall
Crossley, Lester Francis		26	Ballardvale	973 Main
Crouch, Irvin Eugene		26		130 Grandview Ave.
Curtis, Laura V.		ss	Groton, Conn.	87 Florence
Cutler, Frederick Morse, Ph.D.		ss	Port Chester, N. Y.	
Daley, Anna R.		ss		73 Moore Ave.
Dana, Elizabeth Mabel, A.B.		ss	Barre	
Davis, George Tashamka, A.M.		ss		5 Forestdale Rd.
Davis, Harry Tashamka		28	New Haven, Conn.	
Dawson, George Alexander		26		34B Providence
Denny, Nathan Joseph		25		7 Cottage
Dewar, Margaret Helen		ss	New Haven, Conn.	12 Oberlin
Dexter, William Albert		28		94 Lakewood
Dickie, H. Allan, A.M.	H	g	Warren	
Dickinson, Charles Alexius, A.M.	Ps	F		30 King
Dickinson, Roger Francis		27		3 Wyman
Dix, Charles Templeton	25	H	Spencer	
Dodge, Raven Orwell		25	Southville	
Doherty, Richard Powers	ss	26	Lowell	
Donnelly, Everett Carroll, A.M.		ss	Wilton	87 Florence
Donnelly, Mary T.		ss		70 Plantation
Donoghue, Cornelius Sylvester, A.B.	Ec	S	Spencer	
Donovan, Chester G.		ss		31 Jefferson
Dorward, Arthur Rex		25		12 Prescott
Dow, Richard Burt		27		58 Cedar
Dowd, Gordon Kingsbury		26		13½ Kilby
Dumas, Theodore Eugene		26		981 Main
Dunsmore, Laura M.		ss		66 Francis
Durgan, Elford Sturtevant		26	Bryn Mawr, Pa.	
Dyer, George Burton		27	W. Boylston	
Eagan, Henry Francis		27	Framingham	
Earley, Sarah E.		ss	s	1 Freeland Ter.
Ekblaw, Walter Elmer, A.M.	G	HF		833 Main
Ekblaw, Augusta, A.M.	G	S		6 Woodbine
Ekdahl, Hulda Elisabeth, A.B.		s	Nashua, N. H.	6 Woodbine
Epstein, George Nathan		26		81 Bay State Rd.
Erickson, Robert Sven		25		180 Vernon
Fallstrom, Iver Waldemar		26		15 Forestdale Rd.
Farnsworth, Albert, A.M.	H	g		21 Thenius
Farrell, Wilfred Raphael		28	Watertown, Conn.	31 Chesterfield Rd.
Fay, Louise		ss	Waltham	Estabrook Hall
~~Feibberg, Hyman Isadore, A.B.~~	~~Ec~~	~~S~~		
Felf, William Norcross		26	Northboro	81 Water
Ferguson, John Henry		25		35 Maywood
Ferrara, Adam Erminio		25	Newark, N. J.	3 Ives
Fitzgerald, John Edward, Jr.		27	Fitchburg	974 Main
Fitzgerald, John Joseph		27		
Ford, Anna J.		ss		11 Euclid Ave.
Freedberg, Jacob		28		43 Sterling
Friend, Francis Stuart		27	Newton	19 Ledge
Fromén, Lars Moreau		28	New Britain, Conn.	14 Oberlin
Fryer, Francis Lawrence		28		Estabrook Hall
				42 Prescott

Gangi, Francis Lawrence		27	West Haven, Conn.	9	Hancock
Gannon, Thomas Condon		26	New London, Conn.	974	Main
Gates, Aaron Avery, S.T.M.		Ed F.	Hampton, Conn.		
Gates, Paul Wallace, B.S.		H S.	Keene, N. H.	15	Birch
Geer, Gordon Nelson		26		12	Leeds
Geldard, Frank Arthur		25	Lynn, Mass.	35	Maywood
Gervais, Roland Edmond		28		17	Hampden
Gibbs, Everett Hayward		26	Framingham		
Gilbert, Gladys I.		ss	Livermore Falls, Me.		
Gilbert, Ralph Wesley, A.B.		Ps S.	Leominster	4	Hancock
Ginsburg, Aaron		28	Dorchester		Estabrook Hall
Girard, Lillian, A.B.		G S.	Southbridge	20	Oak Ave.
Gladding, George Roger		25	Chester, Conn.	87	Florence
Goeller, Edward Ford		ss	Brooklyn, N. Y.		
Goldblatt, Leo Arthur		26	Colchester, Conn.		Estabrook Hall
Goodwin, Ruth Louise, A.B.		ss		822	Pleasant
Gorman, Ruth E.		ss		31	Woodford
Goss, George Lee		28		15	Trumbull Sq.
Graf, Francis Otto		26	Ramsey, N. J.	973	Main
Graham, Clarence Henry		27		14	Lewis
Grandone, Peter		25	Oxford	4	Norwood
Grant, John Allen, A.B.		H AAS F.	Vancouver, B. C.	893	Main
Green, Hyman Howard		27	S. Norwalk, Conn.	6	Wyman
Grey, Robert Munson, A.M.		H g		110	College
Griff, Samuel		26		170	Harding
Griffith, Clifford Ohlin		27		16	Brownell
Grondahl, George Arvid		28	Maynard		Estabrook Hall
Hadley, Allan Mathews		26	Hancock, N. H.	7	Hawthorne
Halpern, Leon Herman		s		120	Providence
Hammond, Arthur Northway		25	Leominster		Estabrook Hall
Hannan, James Phillips, A.B.	ss	Ch S.		23	Kingsbury
Hanover, Walter Smith		26	Groton, Conn.	87	Florence
Harriman, Helen G., A.B.		ss	Cornish, Me.		
Harry, Lois Cumberland		s	Champaign, Ill.	21	Clement
Hart, Isabelle K., Mrs.		ss	Oswego, N. Y.		
Hasegawa, Kametaro		ss	Edinburgh, Scotland		
Hastings, Russell Byron, A.B.		Ph S.		25	Dewey
Healey, Raymond Francis		25		73	Downing
Heath, Charles Orville, M.H.	ss	Ec F.	Rochester, N. Y.	6	Hancock
Herbert, Mrs. Rose, B.Sc. in Ed.		Ed g		749	Pleasant
Heres, Rufino Fernandez		ss s		766	Main
Higginbottom, Edwin		26	Millbury		
Hoare, Thomas Holton		27	New London, Conn.	973	Main
Hodge, Mrs. Thekla		ss		101	May
Holmquist, Harold		s		18	Sherbrook
Hooper, George Herbert		26	Niagara Falls, N. Y.	1	Benefit Ter.
Hosea, Harold Richard, S.B.		Ec S.	Everett		
Howell, Edna Vesta, A.M.		Ps F.	Pomeroy, Ohio	28	Shirley
Howland, George Wendell, A.B.		s		79	Institute Rd.
Huang, Tien Chuen, A.B.		H g	Peking, China	9	Mt. Pleasant
Hughes, Hartwell, M.T.		28		34	Clark
Hunter, Thomas, Jr., A.B.		s		33	Stoneland Rd.
Illingworth, Robert Stanley, A.B.		ss	Easton, Pa.		
Illingworth, Mrs. Selma Konold		ss	Easton, Pa.		
Itter, Harry A., M.Sc.		ss	Easton, Pa.		
Jennings, Frances, A.B.		ss			
Johnson, Elmer Harrison, Ph.M.		G HF.		18	Boynton
Johnson, Emil, B.D.		Ps g	Rupert, Idaho	15	Shirley
Johnson, Robert Edward		28		21	Stanton
Jonasson, Olof, Geng. Phil. Lic.		G F.	Palmer		Estabrook Hall
Jones, Lloyd Charlton		27	Stockholm, Sweden	166	Woodland
Kalijarvi, Gustave Bernhard		26	Palmer	973	Main
Kaminsky, Reubin		28	Gardner	973	Main
Kangisser, George		28	Burnside, Conn.	22	Penn. Ave.
Keller, Clarence Wakefield		27		40	Granite
Kelley, Donald Sherwood		27	Thomaston, Conn.	35	Maywood
Kellogg, Raymond Harold		26	Lawrence	973	Main
Kendel, Mrs. Fanny Robson		ss		455	Park Ave.
Kennan, Richard B.		ss	Lakewood, O.		
Kimball, George E., A.B.		ss		157	Highland
Kindred, Leslie Withrow, Jr.		28	Somerset		
Kirby, Kathryn		ss		31	Dayton
Kirk, Grayson Louis, A.B.		H S.		12	Oberlin
Kneeland, Marion L.		ss	Jeffersonville, O.	23	Maywood
Kolbusz, Stanislaw John		28		51	Hollywood
Kraemer, Irving		28	Thorndike		Estabrook Hall
			Clinton		Estabrook Hall

Krebs, Leslie Confer, B.S.	G S	Shippensburg, Pa.	4 Hancock
Kruse, Paul J., Ph.D.	Ps H F	Ithaca, N. Y.	
Kwane, Sheun Lok	26	Kwantung, China	766 Main
Lamb, Wallace Emerson	26	Bolton Landing, N. Y.	16 Shirley
Landin, Harold William, A.B.	H S		131 Malden
Larrabee, Carlton Hardy	28	Leominster	Estabrook Hall
Latham, James E.	ss	Rumford, Me.	
Lee, Stella C.	ss	Mechanicsville, N. Y.	
Lehnert, Frederick Oscar	28	New Haven, Conn.	Estabrook Hall
Lehtinen, Alice E. E.	ss	Peterborough, N. H.	
Lester, Willis Mason	28	Slatersville, R. I.	Estabrook Hall
Levenson, Benjamin, A.B.	H g		106 Salem
Libby, Paul Osland, A.B.	ss H g	Leicester	
Loewenberg, Bert James	27	Boston	Estabrook Hall
Loughrey, Mary Ellen, A.B.	ss		32 Wachusett
Loungway, Ferdinand John	26		4 Marston Way
Lyon, Everett Stanley, A.M.	Ps F		9 Knox
Lyon, Mrs. Lillian Dimond, C.L.A.	s		9 Knox
McAuliffe, Daniel Francis	27		23 Charlotte
McCabe, George Edward	28		8 Lowell
McClusky, Donald Knight	26		7 Hawthorne
McConnell, Wallace Robert, A.M.	G F	Oxford, O.	166 Woodland
McKelligett, Marguerite C., A.B.	s	Warren	Normal School
McLean, Francis Thomas	25		119 Pilgrim Ave.
McQueeny, Theresa Frances	ss s		35 Westminster
MacGeoch, John Bartle	28		5 State
MacGregor, Kate M., A.M.	ss	Suffern, N. Y.	
Maher, Margaret Elizabeth	ss		766 Pleasant
Malumphy, Thomas L., A.B.	s	Housatonic	941 Main
Manchester, Mabel E.	ss	N. Attleboro	
Mansur, Eric William, A.B.	s	Northboro	
Marcus, Saul Louis	28		16 Chamberlain Pky.
Martin, Mrs. Maude Cottingham, A.B.	ss	Cleveland Hgts., O.	
Mason, Carol Young, A.B.	G S	Plymouth	49 Florence
Mason, George Frederick	28	Princeton	Estabrook Hall
Matthews, Marietta, B.E.	ss Ed g		37 Merrick
Mead, Raymond George	26	Springfield	766 Main
Mellen, Anne T.	ss		73 Madison
Miller, Fred Hamilton	28		39 Shirley
Miller, Levi T., A.M.	ss s		11 Oliver
Miller, Wilbert Logan	27		39 Shirley
Mills, Frederick Thomas	28		129 Austin
Montgomery, Eugene Prouty	ss	Brookfield Ctr., Conn.	
Moore, John Robert	27	Winsted, Conn.	35 Maywood
Morrill, Emmet Thaddeus	27	Brockton	Estabrook Hall
Mower, Elsie D.	ss		22 Bowdoin
Mulcahy, K. Cecilia	ss s		17 Sycamore
Mullany, Catherine Pauline	ss s		51 Downing
Munson, Samuel K., B.H.	ss	New Haven, Conn.	
Murdock, Phyllis	ss	Webster	
Murphy, Arthur J., A.B.	ss		125 Perry Ave.
Murphy, Mary F.	ss		11 Gilman
Murphy, Theresa M.	ss	Rio Piedras, P. R.	
Nafe, Robert Wallace, A.B.	Ps S	Boulder, Colo.	3 Wyman
Nagaiwa, Yayoi	s	Yokohama, Japan	Estabrook Hall
Nichols, James Constantine	27		140 Exchange
Nicol, Theodore	27		33 Millbury
Nicoll, Robert Geoffrey Black	27	Andover	973 Main
Nute, Harold Alfred	s		46 Summerhill Ave.
Nylund, Emil Edwin, Th.B.	26		60 Olga Ave.
Oak, Vishnu V., A.M.	Ec F	Bombay, India	Estabrook Hall
O'Brien, William S,	ss		37 King
O'Bryan, Miles	26	Ft. Scott, Kan.	174 Pleasant
O'Connell, Philip C.	ss		227 Burncoat
O'Connor, Deborah	ss		3 Wayne Ter.
O'Connor, Delia Gertrude	s	Spencer	
O'Donnell, Kathryn R.	ss		65 Downing
Packard, Leonard O., B.S.	ss	Needham	
Panarity, Gerim Mosa-	26	Brimfield	20 King
Pearson, Carl William	28		57 Proctor
Pease, F. Maude	ss	Chicopee, Mass.	
Perry, William Martland	27	Brockton	973 Main
Perry, Willis Clinton	ss s		17 Rockdale
Peters, John Lovett	27	E. Holliston	156 Woodland
Peterson, Ernest Gustaf	28		5 Wilkinson
Phillips, Amy	ss	Waterville, Me.	

Pitcher, Thornton Lewis	27		35	Shirley
Plumb, Philip Bissell	26	Litchfield, Conn.	19	Shirley
Pohle, Lawrence Richard	28	Franklin, N. H.		Estabrook Hall
Pohlman, Kenneth Ellsworth	26	New Britain, Conn.	974	Main
Pooler, Priscilla Alice, A.B.	Ps S	Webster	2	Woodbine
Pooley, Richard Adelbert	27		67	Portland
Porter, Gordon Disbrow	28	New Britain, Conn.	35	Maywood
Post, Clarence, A.B.	G F	Glenville, W. Va.	17	Stoneland Rd.
Potts, William Gerald	25		412	Chandler
Powers, Mary F.	ss		15	Union Ave.
Preble, Charles S., A.B.	ss	Farmington, Me.		
Preissel, William Frederick	26	New Britain, Conn.	87	Florence
Price, Ronald William, A.B.	ss		10	Wayne
Rand, Lena A. A.M.	s	Holden		
Ratner, Eli Harry	27	New Haven, Conn.	12	Oberlin
Reddig, Etta	ss	Reading, Pa.		
Regan, Ellen Frances	ss s		38	Sterling
Reid, Frank Jay	27	Amsterdam, N. Y.		Estabrook Hall
Reidy, Edward Philip, B.B.A.	s		104	Brookline
Reinhard, Auguste Louise	ss	Peoria, Ill.		
Renbarger, Ethel A.	ss	Marion, Ind.		
Revzin, Seymour	28		92	Providence
Reynolds, Paul Everett	25	Framingham	16	Shirley
Rich, George Bradford	28	Ft. Fairfield, Me.		Estabrook Hall
Richmond, Eugene Laurian, A.B.	B S		87	Brookline
Ridgley, Douglas Clay, S.M.	G g		166	Woodland
Rogers, John Harold	26		32	Windham
Rolston, Edith M.	ss		2	Clement
Rome, Sophie	ss s		14	Woodford
Roope, Percy Martin, A.M.	Ph HF		15	Shirley
Rosenblatt, Jacob Israel	28	Hartford, Conn.		Estabrook Hall
Rothman, Theodore	28	Bronx, N. Y.		Estabrook Hall
Roy, Satyananda, A.M.	Ps F	Calcutta, India		Estabrook Hall
Rugg, Mrs. Marjory B., A.B.	s		18	Westland
Russell, Henry Harrison, A.M.,	ss G HF		516	Park Ave.
Russell, Mrs. Maude E.	ss		8	Merrick
Sabol, George	s	Clairton, Pa.	1001	Main
Sachs, Jacob Yank	26	New Haven, Conn.	12	Oberlin
Salisbury, Jesse Wilder, A.B.	ss H g	S. Lancaster		
Salter, Dorothy L., Mrs.	ss		24	Brattle
Sampson, Lillian A., A.B.	ss	W. Brookfield		
Sanger, Quintin Marcellus	28	Putnam, Conn.		Estabrook Hall
Sargent, Warren Russell, B.S.	ss s			Worcester Acad.
Santayana, Silvio, A.M.	Ec g	Providence, R. I.		
Saunders, Margaret Jane, A.M.	Ps F	Portland, Me.	166	Woodland
Saunders, Richard Merrill, A.B.	G S		716	Pleasant
Scannell, Agnes Veronica	ss		2	Woodbine
Schaefler, Martin	28	Highwood, Conn.		Estabrook Hall
Segelbaum, Dolores	s		5	High Ridge Rd.
Sheedy, Anna, A.M.	ss		3	Forestdale Rd.
Sheftel, Harry Bernard	28		24	Stockton
Shields, Hazel Deane	ss	Portland, Me.		
Showell, Townsend D.	ss	Absecon, N. J.		
Sibelka, Arthur John	G F	Budapest, Hungary	166	Woodland
Silk, Ellen, M.H.	ss	Spencer		
Silverman, Samuel	27		12	View
Simmons, Mrs. Anna E.	ss s	Holden		
Skyllberg, Carl Iver	28	Brooklyn, N. Y.		Estabrook Hall
Sleeper, Lewis Maxwell	25	Sherman Mills, Me.		Oxford, Mass.
Slobin, Dena R.	ss		141	Lincoln
Slowick, Anthony John	s	Palmer		
Small, Carrie Ellen	ss	Portland, Me.		
Small, Ralph Leslie	27		36	Townsend
Smith, Mrs. Ada Bradford	s	Auburn, Me.	29	Maywood
Smith, Ethel B.	s	Whitinsville		
Smith, F. Winifred, B.S.	s	S. Glens Falls, N. Y.	10	Chatham
Smith, Louis Varance	ss 26		5	Ash
Smith, Mary W.	ss		182	Lincoln
Smith, William E.	ss	Fitchburg		
Spadola, John Michael	28		60	Suffolk
Springs, James Davis	26	Merchantville, N. J.	21	Hollywood
Stacy, Chester R.	G g	Webster		
Stanton, Cora A.	s	W. Chesterfield	180	Woodland
Stedman, Harry Prouty	26	Gardner	973	Main
Stejer, Francis Adrien, Ped.B.	25	Deer Lodge, Mont.	19	Ferdinand
Stetson, William Clark	26	Oxford	35	Maywood

Stevens, Althea		s	Grafton		
Stewart, Florence		ss	Whitinsville		
Stone, Elsie A.		ss	Charlton		
Storer, Irving Lombard		26		3	Chamberlain Pky.
Su, Lee, B.S.		Ec S	Tientsin, China		Estabrook Hall
Sullivan, John Joseph		28		116	Canterbury
Surabian, Simon		26	W. Boylston		
Suvoong, Thomas Housing, B.P.E.		Ed S	Shanghai, China	4	Englewood Ave.
Swartz, David Eli		27		48	Barclay
Sweet, Helen L.		ss	Greenfield		
Swett, Phelps Nash, S.B. in C.E.		G F	Middlebury, Vt.	196	May
Tabor, Osborne Bailey		27	Southbridge	19	Shirley
Tarlov, Isadore Max		26	S. Norwalk, Conn.	6	Wyman
Tashjian, John		26	Brockton	974	Main
Tatham, Stanley Joseph		28		16	Queen
Thayer, Percy Edward, A.B.		ss		12	Iowa
Thomas, Katheryne Colvin, A.B.		G S	Augusta, Me.	29	Maywood
Thompson, Elmeda E.		ss	Houlton, Me.		
Thompson, George Robert, A.B.		ss	Leominster		
Tierney, Thomas Joseph		26		23	Seymour
Tinsley, William Waring, A.B.	ss H g		Crested Butte, Colo.	10	Lagrange
Titsworth, Susan Sayre, A.M.		ss	New York City		
Tolman, Louise D.		s		100	Lovell
Tomajan, Karnig		28		272	Burncoat
Tomajan, Russell		27		272	Burncoat
Toomey, John Joseph		ss 25	Springfield	893	Main
Towne, Edmund Barber, A.B.		Ch S	Stafford Spgs., Conn.	2	Woodbine
Towne, Harold Goodell		26	Stafford Spgs., Conn.	893	Main
Walsh, Frances E.		ss		20	Tirrell
Ward, Ethel Gladys		s	Leominster	159	Chandler
Watson, Eleanor Blanche		ss	Peoria, Ill.		
Weber, Henry		s	Cooperstown, N. Y.	940	Main
Weed, Bester Cicero		26		7	Cutler
Weymouth, Frank Day		26	Boston	52	Woodland
White, Charles Langdon, B.S.		G F	Stryker, O.	9	Hawthorne
White, Helen Margaret, A.B.		ss	Washington, D. C.		
Whiting, Stanley Hartshorn		28		199	May
Whyte, Harold R.		ss	Waynesburg, Pa.		
Whyte, Mrs. Kate		ss	Waynesburg, Pa.		
Wilder, Frank Woodman		28		3	Bernice
Williams, Gertrude Edith, A.B.	ss H g			4	Orne
Wilson, Catherine Hill, A.B.		ss		20	Elbridge
Wiltsie, Mildred		ss	Fredonia, N. Y.		
Winslow, Guy Herbert, A.M.		ss	S. Lancaster		
Wolfe, Meyer David		28		57	Arlington
Wood, Walter David, A.M.		s		54	Barclay
Wooster, Charles Bushnell, A.B.		Ch S	Deep River, Conn.	9½	Hancock
Young, Richard Ellsmore		27	Athol	30	Dewey
Zarrow, Harry		27	Millbury		

Summary 1924-25

Undergraduates		179
Freshmen	59	
Sophomores	46	
Juniors	54	
Seniors	20	
Graduate Students		71
Full time	52	
Part time	19	
Special Students		47
Summer School Students (1924)		142
Total		439
Deduct (counted twice)		28
Net Attendance		411

FOUNDER'S DAY EXERCISES

FEBRUARY 2 1925

Music by the University Orchestra

Introductory Address — Wallace W Atwood
President of Clark University

Founder's Day Address — Changing Ideals of Education
Frederick C Ferry, Ph.D., President of Hamilton College

Music by the University Orchestra

Conferring of Degrees

Music by the University Orchestra

CANDIDATES FOR THE DEGREE OF BACHELOR OF ARTS

Adam Erminio Ferrara — Charles Templeton Dix

CANDIDATES FOR THE DEGREE OF MASTER OF ARTS

Emil Johnson — John Lincoln Williams

CANDIDATES FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

Charles Alexius Dickinson — Sherman Merritt Smith
Charles Langdon White — Burton Merrill Varney

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CLARK UNIVERSITY

Annual Commencement

June 15 1925 at half past two

Order of Exercises

March : The Ambassador . *Zamecnick*
Overture : To the Bohemian Girl *Balfe*

Invocation

The Reverend Maxwell Savage
Pastor of the First Unitarian Church

Commencement Address — The Economics of Diplomacy

Alfred L P Dennis Ph D
Professor of Modern History
Clark University

The President's Annual Statement

Baritone Solo : There Is No Death *O'Hara*
Robert S H Erickson '25

Conferring of Degrees

Benediction

March : The Field of Glory *Zamecnick*

The audience is requested to remain seated until the academic procession has passed out

2. diplomas granted 8/12/25 - as noted

Candidates for the Degree of Bachelor of Arts

Ansley Oliver Blades
Arthur Rex Dorward
Raven Orwell Dodge
Robert Sven Hendrick Erickson
John Henry Ferguson
Frank Arthur Geldard
Everett Hayward Gibbs*
George Roger Gladding*
Frank Leslie Day Weymouth
Peter Grandone
Arthur Northway Hammond
Raymond Francis Healey*
Raymond Harold Kellogg
Frank Thomas McLean
William Gerald Francis Potts
Paul Everett Reynolds
Lewis Maxwell Sleeper
Francis Adrien Stejer

* Degree to be awarded later on completion of additional work

With Honor

Paul Stephen Clarkson — Richard Powers Doherty

With High Honor

Albert Edward Beswick — Walter Smith Hanover
John Joseph Toomey

With Highest Honor

Leo Arthur Goldblatt — Irvin Eugene Crouch

Annual Collegiate Honors

SENIORS

First Honors

Irvin Eugene Crouch

Second Honors

Leo Arthur Goldblatt — Albert Edward Beswick
Richard Powers Doherty

JUNIORS

First Honors

Elford Sturtevant Durgan

Second Honor

George Nathan Epstein — Isadore Max Tarlov

1. Work compl 9/24/25 - Supl. dated 8/14/25
2. " " 8/14/25 " " "
3 Work not compl. 9/24/25 (opening of ac. year)

Annual Collegiate Honors

Continued

SOPHOMORES

First Honors

John Edward Fitzgerald Jr

Second Honors

Hyman Howard Green — Harry Zarrow

FRESHMEN

First Honors

George Arvid Grandahl — Carlton Hardy Larrabee

Meyer David Wolfe

Second Honors

Jacob Freedberg — Seymour Revzin

Frank Woodman Wilder — John Michael Spadola

Third Annual Award of the Prentiss Hoyt Prize in Poetry:
to Thomas C Gannon for his poem "Failures". Mr Gannon was also winner of the prize in 1922

Candidates for the Degree of Master of Arts

Mary Kibbe Allen
Rollin Salisbury Atwood
Pilar Barbosa
Helen S Burfield
C William Carlson
Paul Wallace Gates
Ralph Wesley Gilbert
James Phillips Hannan
Russel Byron Hastings
Rose Herbert
Grayson Louis Kirk
Harold William Landin
Paul Osland Libby
Marietta Matthews
Carol Young Mason
Robert Wallace Nafe
Priscilla Alice Pooler
Clarence Post
Richard Merrill Saunders
Lee Su
Thomas Hou-Sing Suvoong
Phelps Nash Swett
Katheryne Colvin Thomas
Edmund Barber Towne
Charles Bushnell Wooster

Candidates for the Degree of Doctor of Philosophy

Robert Guy Buzzard
Wallace Robert McConnell
Douglas Clay Ridgley
Gustav Theodor Schwenning

Successful as printed 6/13/23.

13E

CLARK UNIVERSITY

Final Assembly of the 1925 Summer School

August 13, 8:30 p. m.

I A Dear Little Wife . . *A Comedy in one Act*

CAST

Hagiyama — ALBERT FARRELL
Sugihara — EBBA LAWSON
Tokejiro — FRANK REID

Setting—Hagiyama's Garden
Coach—MARION HARNEY

II A Dance . . . . . *L. E. Secret*

MISS DOROTHY SUMNER

III Conferring of Degrees . . President Atwood

Bachelor of Arts

EUGENE PROUTY MONTGOMERY RAVEN ORWELL DODGE

Wedding - as of Aug 14, 1925.

Bachelor of Education

LOUISE FAY AGNES VERONICA SCANNELL

Master of Arts

LILLIAN GIRARD

diff dated 8/14/25

IV Reception by President and Mrs. Atwood

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Summer School Number

The Bulletin is published in January, February, March, April May, October, November, and December

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Calendar

July 6, Monday, 8 A. M. Registration begins
12 M. Opening Assembly
8-10 P. M. Reception to Members of the Summer School by President and Mrs. Atwood, at the President's house.

July 7, Tuesday, 8 A. M. Lectures and recitations begin.

July 9, Thursday, 8 P. M. Open lecture in new Auditorium. "Some Strange Corners of our Country." Illustrated —President Atwood.

July 16, Thursday, 8 P. M. Open Lecture. Rabbi Sidney Tedesche. "Jewish Biblical Commentators."

July 23, Thursday, 8 P. M. Open Lecture.

July 25, Saturday. Mountain Day. Field Trip to Mt. Monadnock, N. H., under the direction of President Atwood.

July 30, Thursday 8 P. M. Open Lecture. "Switzerland." Illustrated—President Atwood.

Aug. 1, Saturday. Trip to Walden, Concord and vicinity under the direction of Professor Dodd.

Aug. 6, Thursday, 8 P. M. Open Lecture.

Aug. 13, Thursday, 8 P. M., Open Lecture.

Aug. 14, Friday, 8:30 P. M. Summer School Commencement conferring of Degrees.

Aug. 15, Saturday. Field Courses begin.

Aug. 29, Saturday. Field Course No. 1 ends.

Aug. 29, Saturday. Field Course No. 2 ends.

Sept. 12, Saturday. Field Course No. 3 ends.

Committee of the Faculty on the Summer School

The President of the University
The Director of the Summer School
Messrs. Blakeslee, Melville, Ridgley

Schedule of Lecture and Recitation Hours

Instructor	8	9	10	11	12	Afternoon
Atwood					Geography 21	30†, 11*, 31, 10
Finch	Geography 14		Geography 29			Geography 30†
Brandenberg	Economics 2	Economics 1				
Brooks		Geography 22a		Geography 12		Geog.30†,32,22b
Closson			French 1	French 2		
Dodd		English 12	English 14			
Hedges		History 20	History 21			
Hodge		German 2	German 1			
Illingworth	English 9		English 15	English 5		
Langer		History 18	History 19			
Murchison			Psychology 1	Psychology 3		
Ridgley	Geography 18	Geography 28				Geography 30†
Little					Geology 1§	

NOTE: All the above courses are Summer School courses. The symbol "SS" before the numeral, which distinguishes courses in Summer School from those given during the regular academic year, is omitted.

*Friday afternoons and Saturdays.

†Wednesday at 3.

§Time of Laboratory period can be arranged after class meets.

The Summer School at Clark University

Clark University is now laying very special emphasis on fields of study that lead to a better understanding of national and international problems. Geography, Economics, History and International Relations and Psychology are of fundamental importance to all students interested in the solution of the larger problems now before the world.

These studies are especially essential in the training of teachers who recognize as their goal the development of the highest type of citizenship. A knowledge of the geographic environment and its influence upon human affairs, and a knowledge of the history of peoples and of how they make a living as well as an appreciation of social psychology should help to dissipate fears and suspicions and lead in the end to a better understanding among the nations of the world.

In addition to courses in Geography and allied departments the Summer School intends to provide at each session as many courses for students whose interests lie outside these fields as the demand and the facilities of the University for giving summer instruction will justify. Such courses are offered for the summer of 1925 in Geology, English, French, and German.

The work of the Summer School is intensive, and courses meet five times a week. Enrollment in three courses is considered a full program, and many students, it is believed, will find it advantageous to concentrate all their energies on the work of two courses or even a single course.

LOCATION AND BUILDINGS

Clark University occupies a tract of ground lying between Main and Woodland and Maywood and Downing Streets in the city of Worcester, situated about a mile and a quarter from the City Hall, on one of the principal trolley lines. Some cars run directly from the Union Station past the University; other cars make connections at the City Hall with cars running south on Main Street which pass the University.

The office of the Summer School is located in the Main Building, which contains also the general offices of the University, as well as the administrative offices of the Collegiate Department. In the Main Building are the auditorium and many of the lecture and recitation rooms, and in this building most of the exercises of the Summer School are held. The office of the President of

the University is in the Geography Building where some classes are held and the Geography work room is located.

In the Science Building are located the lecture rooms and laboratories of the departments of Physics and Chemistry.

All the classroom, library, and laboratory facilities of the University, so far as they pertain to the subjects of instruction offered, are at the disposal of students of the Summer School.

THE LIBRARY

The Library of the University was provided with a generous endowment by the founder of the institution, and affords especially favorable opportunities for study and research. It occupies a large and handsome building at the corner of Main and Downing Streets. The Library now owns more than 105,000 bound volumes and pamphlets, and the Reading Room receives more than 500 journals. All the privileges of the Library are open to all members of the University, and each member has direct access to every book and journal.

In addition to the library facilities provided by the University, students may avail themselves of the privileges of other excellent libraries in the city. The Worcester Public Library contains some 245,000 volumes and makes accessible to the public about 600 newspapers and magazines. The educational books in the Circulating Department of the Public Library have been grouped together in a corner of the Delivery Room, where they may be inspected by persons interested. Teachers' magazines, with other interesting pedagogical material, may be consulted in the Children's Department and in the General Magazine Reading Room. The Library of the American Antiquarian Society, housed in the national headquarters of the Society in Worcester, contains more than 148,000 volumes, and some 223,600 pamphlets. In addition to the Society's valuable manuscripts of the colonial period, it has an unequaled collection of books printed in America in the early period, and of American newspapers from 1660 to 1860.

ADMISSION TO THE SUMMER SCHOOL

Graduates of colleges, technical schools, normal schools, or secondary schools, college students, and teachers in schools of any grade are admitted as a matter of course upon application. Other applicants are admitted upon approval of their qualifications for the work which they desire to do.

REGISTRATION

Persons who desire to enter the Summer School should detach and fill out the application form which is printed at the end of this BULLETIN and forward it, with the registration fee of two dollars, to the Registar of Clark University. The amount of the registration fee will be deducted from the tuition fee when the latter is paid. Checks should be made payable to Clark University Summer School.

It is exceedingly desirable that registration of all students in all courses be completed on July 6. To this end students should as far as possible determine before the opening of the session through personal conference or correspondence with the Director or the various instructors the courses in which they expect to register.

Formal registration will begin Monday, July 6, at 8 a. m., in the Main Building. The opening assembly of the Summer School will be held in the Auditorium, July 6 at 12 o'clock. Class work will begin promptly on Tuesday morning.

CREDIT FOR WORK DONE

Some of the courses of instruction in the Summer School are of college grade, others are strictly graduate courses, and many are open both to graduate students and to undergraduates. The satisfactory completion of a course entitles the student to credit of two semester hours, which the Summer School will designate as undergraduate or graduate credit as the case may be.

Credit earned in the Summer School may be applied toward the fulfillment of the requirements for the degrees of Bachelor of Arts or Bachelor of Education* or the graduate degree of Master of Arts, in accordance with the general regulations of the University governing candidacy for these degrees.

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*The detailed requirements for this new degree for teachers, which was established by the University in the fall of 1923, are published in the General Catalogue for 1924-25, pp. 75-76, and may be had separately upon application to the Registrar of the University for BULLETIN 24.

The degree is designed for teachers, both men and women, who are unable to enter undergraduate classes during the regular academic year, but who are enrolled in the summer session or attend Saturday classes or other courses open to them under the regulations of the institution. It corresponds to the degree of the same name given by Brown University and to the degree of Bachelor of Science in Education given by Harvard University and Boston University respectively.

To secure this degree the attainment of 120 hours of college credit is required. The completion of the standard two-year course in a Massachusetts State Normal School may usually be counted for 54 hours. At least 30 semester hours of credit must be earned in residence at Clark University, either during sessions of the Summer School or during the regular academic year.

Attendance at four sessions of the Summer School will ordinarily be considered as fulfilling the residence requirements for the degree of Master of Arts, provided the student devotes his entire time during the sessions to graduate work. A thesis is required in addition to work done in courses. The degree of Doctor of Philosophy can not be secured by summer work alone.

A certificate, with a statement of work done and credit awarded, will be furnished at the close of the session to all students who desire it.

Work done in the Summer School can be counted toward the fulfillment of the requirements for degrees in the Graduate and Undergraduate Divisions of the University only by students who have fulfilled the regular requirements for admission to candidacy for those degrees.

TUITION

Students taking two or more courses will pay a fee of thirty-five dollars; those who desire to take but one course may do so upon payment of a fee of twenty dollars, which will entitle them also to the special privileges of the Summer School. The same charge is made for courses taken by students as auditors as for courses taken for credit.

Students registering in the Summer School who have not previously been enrolled in the Summer School or in some other department of Clark University are required to pay the University matriculation fee of five dollars. This fee need not be paid again by students who return for subsequent summer sessions, or who at any later time take up at Clark University the work of the regular academic year.

Tuition may be paid at any time before the opening of the session, and must be paid by noon of Saturday, July 11. Checks should be made payable to Clark University Summer School.

BOARD AND ROOMS

The rooms in the new college dormitory, Estabrook Hall, will be available for women students during the Summer School. These rooms are exceedingly attractive and the Hall is very conveniently located. A number of two room suites are available furnished with everything necessary *except bedding,* for two persons and they rent for $4 per week, per occupant. A few large rooms each suitable for two persons, furnished *except for bedding,* are rented at $3 per week, per occupant. The Dining Room is located in

Estabrook Hall and table board will be provided for any members of the Summer School at $8 per week.

The Faculty House, on Woodland Street across from the University, and one or more of the college faternity houses will probably be available for the accommodation of a limited number of Summer School students.

OUTSIDE ACTIVITIES

It is the intention of the Summer School not only to provide a daily program of serious work, but to afford to students and instructors opportunities for relaxation and enjoyment as well. Among these are courses of public lectures, entertainments, and excursions to places of scientific or historic interest. The working schedule has been planned so that those who desire to take advantage of the excursions or to visit Boston or other neighboring cities at week-ends may do so without detriment to their regular work.

The University Gymnasium and the Maywood Street tennis courts provide opportunity for both indoor and outdoor exercise. The summer climate of Worcester is pleasant; periods of excessive heat are rare; and Lake Quinsigamond, at the edge of the city and easily accessible by trolley, offers excellent facilities for boating and canoeing. Coes Pond, within easy walking distance of the University, is a favorite resort of summer bathers.

EXCURSIONS

Saturday excursions conducted by members of the Summer School staff have proved enjoyable features of past sessions. In the summer of 1922 two trips were taken under the direction of the Department of Geography. In July a party went to Mount Tom by automobile, stopping at points along the way for physiographic observation and comment, and inspecting dinosaur tracks near the Connecticut River. Later another automobile party travelled to the base of Mount Monadnock, stopping en route to examine glacial deposits. Meteorological observations were taken continuously during both trips, and physiographic and meteorological talks were given each time on top of the mountain. The return trip from Mount Monadnock was made by way of Harvard, Mass., where President and Mrs. Atwood entertained the party at supper at their summer home. Members of the School in 1923 will remember with pleasure the

two days' excursion to Provincetown and the Cape. For the coming session trips will be planned by the Department of Geography, while the Department of English will conduct an excursion to historic Concord and its vicinity.

DRAMATICS

The dramatic exhibitions given by the class in English 5 are among the pleasantest features of the session. In 1922 they included Synge's *Riders to the Sea* and Lady Gregory's *The Workhouse Ward,* Shaw's *Candida,* and an outdoor performance of a series of scenes from Shakespeare; in 1923 the class presented Houghton's *The Dear Departed,* Alice Brown's *Joint Owners in Spain,* Oliphant Down's *The Maker of Dreams,* and Milne's *Mr. Pim Passes By,* and gave an outdoor performance on one of the evenings just preceding the close of the session.

THE SUMMER SCHOOL ASSOCIATION

For much that makes life about the University enjoyable during the summer session the School is indebted to the efforts of the Summer School Association, which was organized in 1921, and has for one of its prime objects the promotion of the School's social activities. Besides arranging dances and other social entertainments, the Association instituted an Annual Musicale last summer. It has held three annual reunions at the University in the winters between sessions.

THE SUMMER SCHOOL ROSTER

The names of students of the Summer School, with their home address, will be found in the General Catalogue of the following academic year, along with those of students in the Graduate and Undergraduate Divisions of the University.

Officers of Instruction and Administration

WALLACE WALTER ATWOOD, PH. D. — Geography

B. S. University of Chicago, 1897; PH. D. 1903. President of Clark University and Director of the Graduate School of Geography.

CHARLES FRANKLIN BROOKS, PH. D. — Meteorology and Climatology

A. B. Harvard University, 1911; A. M., 1912; PH. D 1914. Associate Professor of Meteorology and Climatology, Clark University.

VERNOR CLIFFORD FINCH, PH. D. — Geography

B. S., Kalamazoo, 1908; University of Chicago, 1908; Ph. D., University of Wisconsin, 1916. Special expert foreign trade and shipping, U. S. Shipping Board, 1918-19. Professor of Geography, University of Wisconsin.

DOUGLAS CLAY RIDGLEY, M. S. — Geography

A. B., Indiana University, 1893; M. S., University of Chicago, 1922. Professor of Geography, Illinois State Normal University, 1903-22. Associate Professor of Geography, Clark University.

H. HARRISON RUSSELL, M. A. — Geography

A. B., Illinois State Normal University; A. M., Clark University, 1924.

G. H. BURNHAM, M. A. — Geography

A. B. Clark University; A. M. 1922; Cartographer, Clark University.

WILLIAM LEONARD LANGER, PH. D. — History

A. B. Harvard University, 1915; A. M. 1920; PH. D. 1923, Assistant Professor of European History, Clark University.

JAMES BLAINE HEDGES, PH. D. — History

A. B., University of Missouri, 1915; A. M. 1916; Harvard University, PH. D. 1924. Assistant Professor of American History, Clark University.

Samuel J. Brandenburg, Ph. D. — Economics

A. B., Miami University, 1904; Ph. M., University of Chicago, 1909; Ph. D., University of Wisconsin, 1922. Professor of Economics and Sociology, Clark University.

Carl Murchison, Ph. D. — Psychology

A. B., Wake Forest College, 1909; Ph. D. Johns Hopkins University, 1923. Professor of Psychology, Clark University.

Loring Holmes Dodd, Ph. D. — English

A. B. Dartmouth College, 1900; A. M. Columbia University, 1901; Ph. D., Yale University, 1907. Professor of Rhetoric, Clark University.

Robert Stanley Illingworth, A. B. — English and Dramatics

A. B., Clark College, 1917; Student, American Academy of Dramatics, 1917-18. Professor of Public Speaking and Director of Dramatics, Lafayette College.

Earl Russell Closson, A. B. — French

A. B., Clark University, 1920. Instructor in Modern Languages, Worcester Polytechnic Institute.

Thekla E. Hodge — German

Head of the Department of Modern Languages, Athol High School.

Carey Eyster Melville, A. B. — Registrar

A. B., Northwestern University, 1901, Associate Professor of Mathematics and Registrar, Clark University.

Florence Chandler — Bursar

Courses of Instruction

Courses marked with an asterisk may be taken for graduate credit.

GEOGRAPHY

The courses in geography announced here are planned for college students working toward the degree of Bachelor of Arts, as well as for candidates for the degrees of Bachelor of Education or Master of Arts, and include various undergraduate and graduate courses in the several phases of the subject. Certain fundamental courses will be presented every summer, while others will be given every other year. At any summer session, however, courses not regularly planned for that summer may be given if there is a demand and if a reasonably large class is assured.

Special help in cartography will be offered in the Workroom by Mr. G. H. Burnham to all whose assignments involve the preparation of maps or who wish to practice map-making. Also, Dr. Atwood will give lessons in blackboard chalk modeling to those who desire them.

SS10. Geography of the World's Work. This will involve a critical study of human activities in various geographic provinces of the world. Credit, 1 hr. The class will meet on Monday, Tuesday and Wednesday of each week. Mr. Atwood

SS11. Field Work in Physiography. To meet a demand which has frequently been made for greater training in field observations this course will be so planned that the students will make a number of excursions to places of special interest in New England ,and will also be assigned to do some independent work in the vicinity of Worcester. All students planning to take this course must reserve Friday afternoon and all day Saturday of each week.

Field excursions will be by auto bus or private autos. The Friday afternoons may be used for shorter field excursions, but sometimes it will be necessary in order to reach more distant points to start Friday afternoon and not return until late Saturday night.

The New England region is classical ground for the student of Geography and the opportunities for studying Physiographical features are far greater than the time provided for this course will permit.

Friday afternoon, and all day Saturday. Mr. Atwood

SS12. Weather and Climate. An elementary course in "Laboratory Science" dealing with: (1) the essentials of observing and forecasting the weather, with daily practice in both; (2) how the earth's surface and atmosphere are warmed and cooled; (3) moisture in the atmosphere, sources, forms of condensation and precipitation; (4) winds and storms; (5) types of climate; (6) climates of the world and acclimatization; and (7) changes of climate.

Daily, except Saturday, at 11. Mr. Brooks

SS14. Economic and Commercial Geography. A study of production and distribution as influenced by natural environment. The outstanding influence of climate, soil, topography, location, and earth resources on the production of trade in the more important commercial products of farm, range, mine, factory, and sea.

Daily, except Saturday, at 8. Mr. Finch

*SS18. Geography in Education for Special Teachers. A general view of geography in the elementary school, normal school, college, and university. Opportunity for each member of the class to work out plans for teaching or supervision in fields of special interest, with special reference to the work of next school year. A study of the geography equipment at Clark University in relation to the needs of members of the class. Problems of making courses of study for individual use or for a school system. A few illustrative field lessons. The library and geography workroom are well equipped for pursuit of this course.

Daily, except Saturday, at 8. Mr. Ridgley

*SS21. Regional Geography of North America. The course will include a discussion of the fundamental principles underlying the subdivision of the continent into geographic regions, and a description of each of the major regions. The physical geography will be emphasized, and the evolution of the land-forms in each of the regions will be presented. Consideration will also be given to the human response to the physical and

economic conditions in each of the regions within the continent. The major controls of the climate of North America will be presented by Dr. Brooks.
Daily, except Saturday, at 12. Mr. Atwood

SS22a. Advanced Climatology. A course primarily for graduate students who have previously studied elementary meteorology and climatology. Lectures and discussions on: (1) sources and methods of handling climatic data; (2) solar climate; (3) continental and marine climates; (4) mountain and plateau climates; and (5) changes of climate.
Daily, except Saturday, at 9. Mr. Brooks

SS22b. Climates of the World. A seminar course primarily for graduate students who have a knowledge of, or are taking the course in Advanced Climatology. Credit, 1 hr. or more.
Hours for discussion to be arranged. Mr. Brooks

SS28. The Teaching of Geography in the Elementary School. An examination of recent courses of study. Methods of presentation suitable for elementary school and junior high school, including the problem method and project method. Standard equipment for geography teaching. Local field lessons and their application to the various grades. Wide library reading; consideration of the effective use of pictures, maps, and printed matter in the geography textbook. The library contains an extensive collection of recent books for teachers and pupils, and the geography workroom offers exceptional opportunities for the making of maps for classroom use. Students should bring with them the textbooks used in their schools.
Daily, except Saturday, at 9. Mr. Ridgley

SS29. World Trade. A study of the sources and movements of the great basic commodities of commerce.
Daily, except Saturday, at 10. Mr. Finch

*SS30. Seminar in Geography. Discussion for graduate students of geography; review of recent publications. Reports on thesis work.
Wednesday, at 3. Messrs. Atwood and Brooks

*SS31. Research in Regional Geography. For students who are prepared and ready to undertake thesis work in partial fulfillment of the requirements for a graduate degree.
Hour to be arranged. Mr. Atwood

*SS32. Research in Climatology. For students who are prepared and ready to undertake thesis work in partial fulfillment of the requirements for a graduate degree.
Hour to be arranged. Mr. Brooks

*SS35. Research in Economic Geography.
Mr. Finch

SS1. Introduction to General Geology. This course will open with an elementary study of rocks and minerals intended to familiarize the teacher with the names and origin of such specimens as pupils are likely to bring to the school for identification. This will be followed by a discussion of the origin and interpretation of scenery, with special application to New England. The course will close with an outline of the past changes in geography and life which a systematic study of the earth reveals. Field excursions and laboratory work. $2.00 laboratory fee.
Daily, except Saturday, at 12. Mr. Little

Field Trips Following Summer School

Arrangements have been made for three field trips following the Summer School. Each trip will begin Saturday, August 15. Nos. 1 and 2 will continue for two weeks; No. 3 will continue four weeks, but members of the party may leave before the end of the trip if necessary.

1. *New England*
2. *The Berkshires and the Hudson Valley*
3. *St. Lawrence Valley and Maritime Provinces*

Trips 1 and 2 will be made by auto-bus with accommodations for twenty persons. These trips are open to any teacher who wishes to study geography in the out-of-doors. Trip 3 is planned for special students of geography who desire training in field work as a basis for their own field studies in graduate work. The party for trip number 3 will leave Worcester by train. The tuition fee for trips 1 or 2 is $15; for trip 3, $30; for the four weeks, or $10 per week for shorter periods. Trips 1 and 2 will start from the Main building of Clark University at 8 A. M., Saturday, August 15, and return to Worcester, Friday evening, August 28. Each trip will include more than one thousand miles of travel by automobile. Trip 3 will start by train Saturday morning, August 15. These field trips are open to any qualified person whether a member of the Summer School or not. Persons coming from

a distance to join either trip should arrive in Worcester not later than Friday, August 14. Room may be obtained near the University.

For trips 1 or 2, the cost of transportation is $50 per person. Hotel expenses. including meals, are estimated at $60. The cost of transportation and living expenses for trip 3 for the four weeks is estimated from $250 to $300.

Trip 1. New England Field Trip. This trip will cover the same region as last year. The route: Springfield, Greenfield, The Mohawk Trail, Rutland, Burlington, Montpelier, White Mountains, Saco Valley, Portland, Portsmouth, Salem, Marblehead, Boston and vicinity, Plymouth, Provincetown, Brockton, the famous Wayside Inn, to Worcester. This trip will be in charge of Mr. H. Harrison Russell, Clark University, to whom inquiries should be sent for reservations, reading lists, and more detailed plans of the trip.

Trip 2. The Berkshires and the Hudson Valley. This second trip has been planned because of the keen interest of the teachers and college students who made up the party on Trip 1 last year. Several members of last year's party have already made reservations for Trip 2 as a continuation of their field studies. This trip will be from Worcester through Springfield, New Haven, Bridgeport, Housatonic Valley, the Berkshire Hills, Pittsfield, North Adams, the Hudson Valley, Troy, Albany, Poughkeepsie, New York City, Long Island, the New Jersey shore. Members who prefer to return home from New York City may do so on Thursday night, August 27. Return to Worcester will be made on Friday, August 28. This trip will be in charge of Professor Douglas C. Ridgley, Clark University, to whom inquiries should be made for reservations, reading lists, and more detailed plans of the trip.

Trip 3. St. Lawrence Valley and the Maritime Provinces of Canada. Advanced students in geography will find this trip of exceptional value for the development of scientific methods in field geography. The problems of the field geographer will receive specific treatment as the work proceeds. For students who are planning to make a regional study as a thesis, this course offers exceptional opportunitities for future field studies. This trip will be in charge of Professor Clarence F. Jones, Clark University. Since Dr. Jones is now travelling in South America,

all inquiries with reference to this course should be addressed to President Wallace W. Atwood, Clark University.

Credit for Field Trips. In Field courses 1 and 2, two semester hours credit will be granted for the trip and satisfactory field notes. An additional hour will be granted for an acceptable essay of three thousand words or more. This essay is due on or before January 15, 1926.

For Course 3, one semester hour of credit will be granted for each week of travel with satisfactory field notes. Additional credit may be obtained for the preparation of articles in form for publication, based on the field studies.

HISTORY

SS18. The History of Europe since 1918. This course aims at giving a survey of the developments of the situation in Europe since the signature of the peace treaties in 1918. Not only the great questions of international relations, but the internal developments of the various countries will be discussed, including the history of the German Republic, the problems confronting the new States of Central Europe, the rise of Fascism in Italy, the Bolshevist regime in Russia, and the Nationalist movement in Turkey.

Daily, except Saturday, at 9. Mr. Langer

SS19. The Diplomatic Background of the World War. An attempt will be made in this course to trace the diplomatic origins of the war in the light of the mass of new material that has appeared since the conclusion of peace. In general the narrative will begin with the Congress of Berlin in 1878 and will treat in detail Bismarck's system of alliances, the hegemony of Germany, the development of the Eastern Question and the estrangement of Australia and Russia, the Franco-Russian Alliance, the growing rivalry between Germany and England, the Entente Cordiale and the diplomatic aspects of the Balkan Wars.

Daily, except Saturday, at 10. Mr. Langer

SS20. History of the United States to 1865. After a brief review of the period of colonization, the course will cover in some detail the period from 1760 to 1865. Particular attention will be given to the newer points of view in American History, especially in relation to the American Revolution, the move-

ment for the Constitution Sectionalism, the influence of the westward movement upon national problems, etc. The course will be conducted by lectures, discussions and reading in standard works.
Daily, except Saturday, at 9. MR. HEDGES

SS21. HISTORY OF THE UNITED STATES SINCE THE CIVIL WAR. The course will present a synthesis of the social, economic political and constitutional develpoment of the country since 1865. Particular attention will be given to sectionalism and its influence upon the history of the period and the conflicts of agrarianism, labor and capital will be emphasized. The development of the United States as a world Power and the transition from a policy of isolation to one of co-operation will be traced, and the relation of the country to the World War will be given due consideration. The course will be conducted by lectures, discussions, and readings and reports.
Daily, except Saturday, at 10. MR. HEDGES

ECONOMICS

SS1. PRINCIPLES OF ECONOMICS. This course attempts to introduce the student to an understanding of the human activity and the social processes which are directed toward the end of gaining a living. It attempts to understand the theory underlying the production of economic goods, to see how these goods are valued in a complex economic society, and how their prices are fixed. It calls attention to various aspects of our economic specialization, our growing economic interdependence, and our increasing associated efforts in the endeavor to augment the supply of economic goods. It gives some attention to the technical and administrative organization of business enterprises; to the financial and banking systems which supplement these enterprises; to the transportation system, which is essential to the smooth functioning of these activities; to the various factors and groups of individuals that participate in productive activities; and to the share of the product which each factor or group may rightfully expect as a reward to its efforts.
Daily, except Saturday, at 9. MR. BRANDENBURG

SS2. ECONOMIC HISTORY OF THE UNITED STATES. This course takes up a study of the economic influences operative in our territorial and population growth. Attention is given to the beginnings of our industrial and commercial activities, the migra-

tions of peoples and industries to new regions, the opening up of the West, our land and agricultural policies, the establishment of commercial farming, the exploitation of our natural resources, and our increasing economic dependence on nations and regions outside our continental borders. More detailed attention is given to recent changes and improvements in technical methods, to the sources and utilization of raw materials, the use of by-products, to the specialization of industry, to the growth of larger business units, of government regulation, of our recent tariff and monetary policies, and of our rapidly growing economic interests outside our own borders.

Daily, except Saturday, at 8. MR. BRANDENBURG

DEPARTMENT OF PSYCHOLOGY

FOR UNDERGRADUATES

SS1. EDUCATIONAL PSYCHOLOGY. The first part of this course will be a consideration of the history of the concept of inherited mental characteristics and a critical examination of the fallacies involved in such a concept. The second part of the course will be a consideration of the principle of variation and normal distribution of individual differences and of the problems that arise from such principle. The third part of the course will be a consideration of learning and habit formation in the light of previously discussed principles and on the basis of experimental data. The problem of measurement and the problem of institution control will also be considered.

Daily, except Saturday, at 10. MR. MURCHISON

SS3. SOCIAL PSYCHOLOGY. In the beginning of this course the history of Social Psychology will be analyzed somewhat in detail. This will be followed by consideration of the characteristics of human nature as they are expressed in social customs and in the variety of individual differences. This will be followed by consideration of the inevitable effects of social customs and individual differences upon the various social institutions. The psychology of society will be emphasized quite as much, if not more, than the social psychology of the individual.

Daily, except Saturday, at 11. MR. MURCHISON

ENGLISH

SS5. DRAMATICS. Amateur and educational dramatics in schools and colleges. The selection and staging of plays; the

building of scenery; stage make-up. During the course at least one public performance will be given; rehearsals will be conducted during the regular periods by members of the class. The work will through conferences be directed to meet the individual needs of the students.
Daily, except Saturday, at 11. MR. ILLINGWORTH

SS9. SHAKESPEARE. A study of fifteen of the plays of Shakespeare. Attention will be paid to dramatic technique and to the drama as an interpretation of life. Dramatic readings in class with emphasis on impersonation.
Daily, except Saturday, at 8. MR. ILLINGWORTH

SS12. THE SHORT STORY. A study of the best short stories in English and American literature. Lectures, class discussions and daily reports. Either a critical paper or an original short story required from each member of the class.
Daily, except Saturday, at 9. MR. DODD

SS14. AMERICAN DRAMA. A study of representative American plays from colonial times to the present. Lectures, class discussions and daily reports. Either a critical paper or an original one-act play, upon an American subject required from each member of the class.
Daily, except Saturday, at 10. MR. DODD

SS15. PUBLIC SPEAKING. The fundamentals of speech. Impromptu and prepared address.
Daily, except Saturday, at 10. MR. ILLINGWORTH

FRENCH

SS1. ELEMENTARY FRENCH. Grammar, pronunciation, and oral work.
Daily, except Saturday, at 10. MR. CLOSSON

SS2. READING OF FRENCH PROSE. The object of the course is to develop the power of rapid and accurate reading of modern French. Special attention will be paid to the acquisition of a working vocabulary.
Daily, except Saturday, at 11. MR. CLOSSON

NOTE. The right is reserved of withdrawing either of the above courses if elected by less than ten students.

GERMAN

SS1. Elementary German. Rapid survey of grammar essentials; writing of easy sentences to fix forms and the principles of syntax in the mind; reading of simple prose. A course designed especially for mature students who can give a very large share of their time during the session to this work. The right is reserved of withdrawing the course if elected by less than ten students.

Daily, except Saturday, at 10. Mrs. Hodge

SS2. Grammar Review and Reading of German Prose. This course is designed to meet the needs of students who have some knowledge of German and who wish to increase their ability to read with accuracy and ease. The reading will be accompanied by a systematic review of the essentials of grammar, with much oral and some written practice. The works read will depend on the ability and needs of the members of the class. The right is reserved of withdrawing the course if elected by less than ten students.

Daily, except Saturday, at 9. Mrs. Hodge

Graduate of what Normal, Preparatory, or High School, with date of Graduation .....

.....

.....

Teacher at what Educational Institution at the present time .....

.....

.....

Student at what Educational Institution at the present time .....

.....

.....

Tentative List of Summer School Courses which Applicant desires to enter ....

.....

.....

(Describe by Subject and Number, i. e. Geography 1)

If you are not a graduate of a college, technical, normal, or secondary school, not a college student, and not a teacher, send a letter with this application stating your qualifications for the work which you desire to do.

REGISTRATION FORM

Students at previous sessions of this Summer School need furnish only name and address and tentative list of courses desired.

Please do not write above this line

To the Registrar of Clark University:

I wish to be enrolled as a student in the Summer School for 1925, and enclose with this the Registration Fee of two dollars.

Name .....

Address .....

Date ....

Occupation between June 1, 1924, and June 1, 1925 .....

.....

.....

Academic Degrees, Dates, and Institutions at which received .....

.....

.....

.....

(over)

4

Clark University Bulletin

NUMBER 41 OCTOBER, 1925

DEPARTMENT OF PSYCHOLOGY

For further information concerning this department, address

Dr. Carl Murchison
Clark University
Worcester, Massachusetts
U. S. A.

The Bulletin is published in January, February, March, April, May, October, November, and December

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STAFF

Carl Murchison, Ph.D. (Hopkins), Professor of Psychology.

Walter S. Hunter, Ph.D. (Chicago), G. Stanley Hall Professor of Genetic Psychology.

Wolfgang Koehler, Ph.D. (Berlin), Visiting Professor from University of Berlin.

John P. Nafe, Ph.D. (Cornell), Associate Professor of Psychology.

FELLOWS, SCHOLARS, ASSISTANTS

M. Genevieve Boland, A.B. (University of Maine), M.A. (Clark). Fellow.

Karl Duncker, University of Berlin, 1923-25. University Fellow.

F. A. Geldard, A.B. (Clark). Scholar. Assistant.

Ralph W. Gilbert, A.B. (Clark), M.A. (Clark). Fellow.

Luberta M. Harden, A.B. (State College of Washington). Scholar. Assistant.

Irma J. Hill, A.B. (Ohio University). Scholar.

J. R. Liggett, A.B. (Kansas). Fellow.

E. S. Lyon, A.B. (Dartmouth), M.A., (Dartmouth). Fellow.

Max Meenes, A.B. (Clark), M.A. (Princeton). Fellow.

Robert W. Nafe, A.B. (Colorado), M.A. (Clark). Fellow. Assistant.

Priscilla A. Pooler, A.B. (Brown), M.A. (Clark). Fellow.

Satyananda Roy, S.T.B. (Tufts), M.A. (Tufts). Fellow.

Laboratory Facilities

The Psychological Laboratories occupy sixteen rooms on the third floor of the Main Building of the University. These laboratories were established by G. Stanley Hall immediately after the founding of Clark University, and constituted the first adequately appointed and complete psychological laboratories in America. These laboratories, under the direction of Edmund C. Sanford and John W. Baird, increased rapidly in size and in research possibilities. The collection is rich in historical apparatus and is especially complete in the better types of chronoscopes, the Vernier chronoscope being invented and developed here by Edmund C. Sanford. The laboratories have an annual appropriation sufficient to provide for the purchase and manufacture of any apparatus that may be required for general and special investigations. The workshop contains an excellent equipment for the manufacture and repair of apparatus.

Library Facilities

The library facilities for research in psychology, anthropology and education are exceptional both in range and in quality. Approximately one-half of the entire Clark University Library consists of reference works in these fields. All the important psychological journals in the world, more than sixty in number, come regularly to the library.

The G. Stanley Hall Research Fund

This research fund, which will ultimately amount to approximately $200,000, was left by the late G. Stanley Hall to support research in the general field of genetic psychology.

The G. Stanley Hall Professorship in Genetic Psychology

The Trustees of the University, in commemoration of the first President of Clark University and in recognition of the G. Stanley Hall Fund, have recently established the G. Stanley Hall Chair of Genetic Psychology in the department of psychology, and to this chair has been elected Walter S. Hunter.

The Pedagogical Seminary and Journal of Genetic Psychology

This famous journal, founded by G. Stanley Hall in 1891, and devoted by him to the publication of research work in that phase of genetic psychology concerned with child behavior, is now the property of the Department of Psychology, and has been reorganized and will be conducted under the guidance of an international editorial board. Superior research reports from graduate students may be published in this journal. The Editors of this journal are Bird T. Baldwin, State University of Iowa; William H. Burnham, Clark University; Cyril Burt, University of London; Ed. Claparède, University of Geneva; Edmund S. Conklin, University of Oregon; Arnold Gesell, Yale University; William Healy, Judge Baker Foundation; Walter S. Hunter, Clark University; K. S. Lashley, University of Minnesota; Carl Murchison, Clark University; Henri Piéron, University of Paris; Sante de Sanctis, University of Rome; William Stern, University of Hamburg; Lewis M. Terman, Stanford University; E. L. Thorndike, Columbia University; John B. Watson, New York City; and Helen Thompson Woolley, Columbia University.

Genetic Psychology Monographs

This journal is edited and published by the *Pedagogical Seminary and Journal of Genetic Psychology,* and is under the supervision of the same international board of editors. Each number is a complete research, and may be contributed from any part of the world.

Other Psychological Journals Represented in the Department

Doctor Hunter is Editor of the *Comparative Psychology Monographs,* and is also Associate Editor of the *Journal of Comparative Psychology.* Doctor Koehler is one of the Editors of the *Psychologische Forschung.* Doctor Nafe is Associate Editor of the *American Journal of Psychology.*

The G. Stanley Hall Room

Dr. Robert Hall has given to the department his father's entire library, including pictures and furniture. This library has been

reconstructed in one of the rooms of the psychological laboratories, and is available for inspection by former students of G. Stanley Hall and others interested. This is by no means a departmental library, but is a memorial to which may be added other objects of significance in the life of G. Stanley Hall.

The Powell Lectures in Psychological Theory

Through the generosity of Dr. E. E. Powell of Oxford, Ohio, the department is this year offering to students and to other members of the community a series of lectures on psychological theory by the leading representatives of the most significant schools of psychology. Dr. Morton Prince gave an exposition of Purposive Psychology on the evenings of December 12, 15 and 17, 1924, while Dr. John Watson gave an exposition of the Behavioristic Psychology on the afternoons and evenings of January 16 and 17, 1925. Dr. Knight Dunlap gave an exposition of Reaction Psychology on the evenings of April 20, 21, and 22, 1925. Dr. Koffa of the University of Giessen and Dr. Koehler of the University of Berlin gave an exposition of the Gestalt Psychologie on the evenings of April 29 and 30, and May 1, 1925. Other distinguished psychologists to appear in this series during the fall and winter of 1925-26 are Dr. William McDougall of Harvard, Dr. Robert S. Woodworth of Columbia, and Dr. Madison Bentley of the University of Illinois.

Fellowships, Scholarships and Assistantships

In addition to assistantships in psychology, a generous number of scholarships and fellowships are available from year to year ranging in value from $150 to $600.

Doctor Wolfgang Koehler

Dr. Koehler, head of the Department of Psychology in the University of Berlin, will be in the department as Visiting Professor from February 1925 until February 1926. He will offer courses in Comparative Psychology, including his famous work with anthropoid apes, and courses in the Gestalt Theory.

Undergraduate Work

The Department this year has charge of a general orientation course required of all freshmen. In addition to this course, the

department offers work in general elementary psychology, elementary experimental psychology, and will offer such additional courses to undergraduates as will make possible a major in psychology.

Graduate Work

Admission. Admission to graduate work in Psychology, as in the case of other departments, is subject to the approval of the Graduate Board. However, the Graduate Board does not admit without the approval of the Department. Admission is open to those individuals who have been graduated from accredited institutions, and whose academic record gives promise of the successful conduct of graduate work. Admission is not open to those who have never had training in elementary Psychology. The Department is interested chiefly in obtaining those students whose general ability is far above the average, and whose recommendations are cordial and unmistakable.

Courses. Each graduate student in full residence in the University is required to carry a full schedule of courses, such courses to be selected with advice of the instructors concerned and with the approval of the chairman of the Department. The courses in the Department are planned so as to give to each student working for an advanced degree such necessary training as courses can give, and all such courses are required of all graduate students in residence except in special individual cases.

The Master's Degree. The general university requirements for the master's degree are explained elsewhere in the catalogue. The Department will supplement these requirments in individual cases where it seems wise to do so. Students hoping to become candidates for the master's degree, such degree to be conferred at some definite future time, should discuss the matter without delay with the chairman of the Department. It is a policy of the Department that the master's thesis be based on original research and be a genuine contribution to that extent.

The Doctor's Degree. Only superior graduate students are encouraged to become candidates for the doctor's degree. Not only is such a candidate required to obtain exact information concerning all the significant psychological methods of research, but

he is also required to demonstrate actual ability to use one or more of these methods in original research on important problems. Such candidates are not allowed to postpone meeting their language requirements, but are required to meet such requirements during their first year of residence unless the department allows special consideration for important reasons. The thesis problem should be agreed upon before the end of the second year of residence, and should be the chief occupation of the student during his final year in residence. A student will be unable to receive his degree in less than three years unless he comes credited with graduate work elsewhere. The Department is emphatically not devoted to any *single* method of research.

Theses. In addition to the general university requirements concerning the preparation and delivery of theses, the department has a supplementary requirement of an additional copy of each thesis, to remain on file in the department.

COURSES IN PSYCHOLOGY

1. Primarily for Undergraduates

111a. Orientation for Freshmen. This course is required of all freshmen and is at the present time under the supervision of the Department of Psychology. The purpose of the course is to acquaint the student with some of the significant facts concerning the evolution of behavior with special reference to learning and reasoning, to assist the student in getting acquainted with some of the major problems of the educative process, and to point out to him some of the difficulties that may be involved in the limitations of individual differences.

Three hours, first semester. T. Th. S., 10.

Professor Murchison

11b. General Elementary Psychology. This course follows 11a and is an introductory course in elementary psychology. 11a is a prerequisite for this course and this course is prerequisite for all the following courses in the department. Textbook, lectures and collateral reading.

Three hours, second semester. T. Th. S., 10.

Associate Professor Nafe

12. Experimental Psychology. This is more than an elementary course, Psychology II being prerequisite. The entire resources of the laboratory are available for this course. The student will be made familiar, by use, with the apparatus used in psychological investigations. This course or its equivalent prerequisite to 203 and all graduate work for advanced degrees.

Two until four, M. W. F.

Three hours, through the year. Associate Professor Nafe

2. For Graduate Students and Advanced Undergraduates

202. Social Psychology. In the beginning of this course the history of Social Psychology will be analyzed somewhat in detail. This will be followed by consideration of the characteristics of human nature as they are expressed in social customs and in the variety of individual differences. This will be followed by consideration of the inevitable effects of social customs and individual differences upon the various social institutions. The psychology of society will be emphasized quite as much, if not more than the social psychology of the individual.

Three hours, through the year. M. W. F., 10.

To be omitted in 1925-26. Professor Murchison

203. Systematic Psychology. This is a two year course. It is a systematic study of Experimental Psychology. The course will include, in 1925-26, perception, association, memory, imagination and emotion; in 1926-27, sensation, imagery, affection and attention. Psychology 12 or its equivalent is a prerequisite.

Three hours, through the year. Associate Professor Nafe

204b. Animal Psychology. This course will consist of a systematic examination of the methods and theories of animal psychology. Material from extensive experimentation with anthropoid apes will be available for the requirements of this course.

Two hours, second semester. Professor Koehler

To be omitted in 1925-26.

205. General Experimental Psychology. This course is primarily for graduate students who have not had an opportunity

as yet to work in a well equipped psychological laboratory. Admission to the course is by consultation only.

Two until four. M. W. F.

Three hours, through the year. Associate Professor Nafe

206a. The Learning Process. A critical and experimental study of the chief problems of learning and memory. One-third of the course will be devoted to laboratory work at hours to be arranged.

Three hours, first semester. M. W. F., 11.

Professor Hunter

206b. Animal Behavior. A study of animal behavior with particular reference to the vertebrates. Emphasis will be placed upon the topics of instinct, habit formation, sensory processes, and the higher adaptive forms of behavior. The course offers an introduction to the current theory of behaviorism. Laboratory work, by appointment, will occupy one-third of the course.

Three hours, second semester. M. W. F. 11.

Professor Hunter

3. Primarily for Graduate Students

302a. Seminar in the Principles of Psychology I. First semester. A comparative study of systems of psychology with particular reference to structuralism, functionalism, and behaviorism.

Two hours, first semester. Tuesday, 11. Professor Hunter

302b. Seminar in the Principles of Psychology II. Second semester. A continuation of the first semester Seminar, but not necessarily preceded by it. The topics for discussion will be drawn from the whole field of theoretical psychology. Students may enroll in this seminar for several successive years.

Two hours, second semester. Tuesday, 11.

Professor Hunter

303a. Theory of Measurement. Probability will be considered both from the point of view of knowledge and from the

point of view of differential calculation. The student will also be made familiar with the mechanics of statistical methods. The purpose of the course is to lay the foundation for an understanding of differential psychology.

Two hours, first semester. M. 4. Professor Murchison

303b. Mechanics of Mental Differences. The various mental tests will be studied in their historical development, with special attention to formulation, application, and final interpretation of results. Requires 303a.

Two hours, second semester. M. 4. Professor Murchison

304. Journal Club. To be devoted to the study of selected topics in current Psychological literature. All students *majoring* in Psychology for advanced degrees are members of the Journal Club.

Through the year. W., 4.

305. Research. All students *majoring* in the Department of Psychology for advanced degrees will be expected to undertake a suitable research problem under the direction of Professors Murchison, Hunter, Koehler, or Nafe.

307b. Introduction to the Gestalt Theory. This course will not only deal with the psychological problems involved but also with such biological questions as are pertinent.

Two hours, second semester. Tu., 3-5. Professor Koehler

To be omitted in 1925-26.

308a. Problems and Methods of Gestalt Psychology. Applications of the phenomenological and the experimental methods, with the implied consequences in critical philosophy. Admission by permission.

Four hours, first semester. T. F., 4. Professor Koehler

310b. Child Behavior. This course will consist of a critical examination of the literature bearing on the experimental investigation of child behavior.

Two hours, second semester. F., 4. Professor Murchison

312. Advanced Experimental Psychology. Open only on consultation. The course consists of minor problems. The student will have an opportunity to demonstrate his laboratory ingenuity and technique.

One or two hours credit each semester.

Associate Professor Nafe

Clark University Bulletin

Sub-Freshman Number

Published in the interest of Old Friends and New Acquaintances

Worcester, Massachusetts

1926

LARK UNIVERSITY offers, at moderate expense, a thorough collegiate training leading to the degree of Bachelor of Arts. The scholastic requirements for the degree are one hundred and twenty semester hours credit in addition to Physical Training, with a rank above the bottom quarter of the class in three-fifths of the work.

In a limited number of departments, work is offered leading to the degrees of Master of Arts and Doctor of Philosophy.

The presence of a proportionately large graduate student body offers inducement to undergraduates for high standards of work.

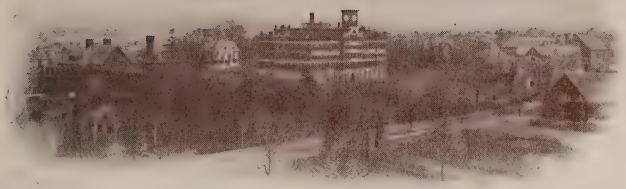
Small classes and a relatively large faculty allow close acquaintance with heads of departments.

Undergraduates are encouraged to carry as full a schedule of courses as they are able and still maintain an average in the upper third of their classes. This permits those with sufficient ability to finish the course in three years.

The University's Summer School allows other ambitious students to obtain extra credits sufficient to earn the degree in three and one-half years.

An endowment above the average, given for the specific purpose of keeping the expense of an education low, allows the tuition to be held at only $150.00, including a tax of $10.00 in support of student activities.

Twenty Jonas G. Clark Memorial Scholarships of $100.00 each are available for entering freshmen who have graduated in the upper quarter of their preparatory school class. Ten similar scholarships are available for each of the three upper classes in college.



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President
Professor of Physical and Regional Geography and Director of the Graduate School of Geography

HOMER PAYSON LITTLE, Ph.D. (Johns Hopkins)
Dean of the College and Professor of Geology

LOUIS N. WILSON, Litt.D. (Tufts)
Librarian

WILLIAM HENRY BURNHAM, Ph.D. (Johns Hopkins)
Professor of Education and School Hygiene

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Professor of Chemistry

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Professor of Mathematics

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Professor of History and International Relations

CHARLES BREWSTER RANDOLPH, Ph.D. (Harvard)
Professor of German

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Professor of Romance Languages

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Professor of Greek and Latin Languages and Literature

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Professor of English Literature

LORING HOLMES DODD, Ph.D. (Yale)
Professor of Rhetoric

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Professor of Psychology

WILLIAM HARDER COLE, Ph.D. (Harvard)
Professor of Biology

WILLIAM HOMER WARREN, Ph.D. (Harvard)
Professor of Organic Chemistry

WALTER S. HUNTER, Ph.D. (Chicago)
G. Stanley Hall Professor of Genetic Psychology

CAREY EYSTER MELVILLE, A. B. (Northwestern)
Associate Professor of Mathematics, Registrar, and Secretary of the Graduate Board

CHARLES FRANKLIN BROOKS, Ph.D. (Harvard)
Associate Professor of Meteorology and Climatology

DOUGLAS CLAY RIDGLEY, Ph.D. (Clark)
Associate Professor of Geography

CLARENCE FIELDEN JONES, Ph.D. (Chicago)
Assistant Professor of Economic Geography

WILLIAM LEONARD LANGER, Ph.D. (Harvard)
Assistant Professor of European History

JOHN PAUL NAFE, Ph.D. (Cornell)
Assistant Professor of Psychology

OLIVER EDWIN BAKER, Ph.D. (Wisconsin)
Acting Professor of Agricultural Geography

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ROLLAND R. SMITH, A.B., (Harvard)
Assistant Professor of Mathematics and Education

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Special Lecturer on Soils

HOMER L. SHANTZ, Ph.D. (Nebraska)
Special Lecturer on Plant Geography

GUY H. BURNHAM, A.M. (Clark)
Cartographer, Graduate School of Geography

ERNEST RAYMOND WHITMAN
Director of Physical Education

FREDERICK HERBERT BAKER, M.D. (Harvard)
Medical Director

DEAN WINSLOW HANSCOM
Director of Glee Club

ARTHUR J. DANN
Director of Orchestra

UNION STATION

Location

CLARK UNIVERSITY is situated in Worcester, Massachusetts, a city of some 200,000 inhabitants, 45 miles from Boston. Worcester has long been one of the educational centers of New England, being the seat of Holy Cross College, the Worcester Polytechnic Institute, Assumption College, the Massachusetts State Normal School, and Worcester Academy. The Worcester Art Gallery, with its large endowment, is one of the notable galleries of the country. The churches of the city number over 100, and give full opportunity for worship according to individual preference. The Y. M. C. A. building, within easy walking distance of the University, is modern and well equipped. The situation of the city is such that opportunities in drama and in music are offered superior to those available in most cities of similar size.

Historical

Clark University owes its existence to the generosity of Jonas Gilman Clark, who gave funds for its establishment during his life and bequeathed it his fortune at his death. Students were first received in 1889. For the first thirteen years the University was exclusively a graduate school and, under the leadership of President G. Stanley Hall, an able

corps of instructors sent out from the University a steady stream of scholarly men who have given the institution a prominence disproportionate to its size in the fields of Biology, Chemistry, Education, Mathematics, Physics, and Psychology. Under the provisions of Mr. Clark's will Clark College was established in 1902. At first the Graduate School and the College occupied the same grounds and buildings but had separate presidents and faculties. In 1921-1922 plans for their unification were perfected, and they became the Graduate and Undergraduate Divisions of Clark University. The latter is still, however, ordinarily referred to as Clark College.

The Campus

The campus consists of a plot of about seven acres a mile southwest of the business center of Worcester. The offices of administration are in Jonas G. Clark Hall.

Estabrook Hall, the new freshman dormitory, is only a few minutes walk from the campus. The ground floor is occupied by the Dining Hall, under the supervision of a trained dietitian. The dormitory accommodates fifty-one students. It is thoroughly up-to-date, heated by steam, well equipped with shower baths, and has light, airy corridors. The building is cared for by a man and wife of excellent personality who reside in it.

The University has recently purchased an additional plot of about six acres which is being developed into a first class athletic field. The old athletic field, immediately adjoining the campus on Maywood Street, is an acre or more in extent, with tennis courts, outdoor basketball court, a six lap running track and space for field events.

Endowment, Faculty, Laboratories, and Library

Clark University is a small institution with a total enrollment of approximately 350 students, but in contrast to many small institutions has a relatively large endowment – nearly five million dollars, with an additional million in its plant. This money is invested in the three things which make any institution outstanding – its faculty, its laboratories, and its library. These are the features about which an estimate of Clark should center.

ENTRANCE TO ESTABROOK HALL, THE FRESHMAN DORMITORY

INNER COURT, UNIVERSITY LIBRARY

The Library deserves special mention. In this prerequisite for real university and college life Clark is almost uniquely fortunate, for approximately a million dollars is available for the exclusive use of the Library. A permanent staff of seven besides student assistants is employed and the building is open for study from 8 a. m. to 10 p. m. each week day. Over one hundred thousand bound volumes and pamphlets are on the shelves and over five hundred journals are received. About four thousand books are added each year. Each member of the University has direct access to every book and journal.

Money has been generously spent in the equipment of research laboratories and the undergraduate student receives much advantage from their presence. The Chemical Laboratory unquestionably has an equipment superior to that of many colleges twice the size of Clark and the Psychological Laboratory is one of the finest in the country.

The Faculty, thirty-eight in number, is in an unusually large ratio to the student enrollment. The high degree of its professional training may be judged by an examination of the preceding pages. With its limited numbers Clark

ENTRANCE TO GEOGRAPHY WING, LIBRARY BUILDING

offers to every student an unusual opportunity for personal association with the Head of each Department in which he is working. *Moreover, with a faculty of this size, Clark is able to do much of its work in small classes, an ideal universally sought but rarely realized.* These features may perhaps be justly regarded as the most important educational advantages of a course at Clark.

Courses of Study

In the Undergraduate School the range of courses is similar to that offered in any first class college. Instruction is given in the following fourteen departments:

A. Division of Science
I Mathematics, II Physics, III Chemistry, IV Biology, V Geology
B. Division of Social Science and Psychology
VI History and International Relations, VII Economics and Sociology, VIII Psychology, IX Education, X Geography
C. Division of Languages and Literature
XI English, XII German, XIII Romance Languages, XIV Ancient Languages

The freshman program is largely fixed as it must include English, a course in Foreign Language, a course in the Science Division, and a course in the Division of Social Science and Psychology. This leaves a choice of one elective, or two if six courses are carried. See second paragraph under graduation, page 11.

At the end of the freshman year a student is expected to indicate in which department he intends to *major* and to select a *minor* in a closely related field. Too early specialization is prevented by required work in English, Foreign Languages, Laboratory Sciences, and Social Science and Psychology. These requirements, however, except for *major* and *minor*, may be largely completed by the end of the sophomore year, leaving much of the last two years free for study in fields of special interest.

Clark desires the superior student to do independent work as early as possible and to this end those who average in the upper quarter of their classes are allowed during the junior

JONAS G. CLARK HALL

and senior years to do independent work not to exceed three hours in each semester under special supervision without the requirements of regular classroom work. In this manner the transition to the graduate attitude of mind is easily made. This, together with the fact that an undergraduate whose scholastic record is good may continue his training at small cost, leads many Clark men into graduate study.

In addition to the usual courses leading to the degree of Bachelor of Arts, Clark offers graduate work leading to the degree of Master of Arts in Biology, Chemistry, and Physics, and to the degree of Doctor of Philosophy in Economics and Sociology, Education, Geography, History and International Relations, and Psychology. No attempt is made to rival the large universities in the range of fields covered, but rather to do excellent work in a few departments. A Graduate School of Geography has recently been established which is performing a service unique in this part of the United States. The Summer School offers courses leading to the degree of Bachelor of Education and general undergraduate and graduate work.

Admission

The normal requirements for admission to Clark are first, graduation from a high school of good standing; second, *presentation of fifteen units of certified work;* third, evidence of good moral character. Students who present thirteen or fourteen units may be admitted on condition. These may be removed on evidence of ability to do satisfactory college work. Those who cannot present thirteen certified units for admission may obtain the required additional units by passing the examinations of the College Entrance Examination Board. Information concerning the Board may be obtained by pupil or teacher by addressing 431 West 117 St., New York City. Applications and fees must be forwarded to the Board by about the middle of May. On special request, the September examinations furnished by the Board may be taken in Worcester at the college. The University stands ready to consider on their merits the cases of those whose education has been irregular or delayed through reasons beyond their control. Women are admitted to the graduate division and to advanced undergraduate courses in some departments.

THE SCIENCE CLUB

Graduation

To obtain the degree of Bachelor of Arts in regular course a student is required to complete in a satisfactory manner a total of 120 semester hours, exclusive of Physical Training; that is, the equivalent of five three-hour courses each semester for four years. No student's work is regarded as satisfactory and entitling him to graduation unless he ranks above the lowest quarter of his class in at least three-fifths of his work.

A feature of Clark is the encouragement offered to students of ability to finish the course in three years or three years and one summer school. In furtherance of this a freshman is allowed to elect six courses on entrance. He may continue with six courses as long as he averages in the upper third of his class and may indeed petition to be allowed to carry additional work if he retains this average. A system of credit bonuses encourages high grade work.

Tuition, Room, and Board

Owing to the express desire of the founder that his generous endowment should be used to make a college education available to deserving young men at reasonable cost, the expense of tuition has been kept at the low figure of $75.00 a semester. This includes the annual student tax of $10.00 for the support of various student activities, chiefly athletics and debating.

Other expenses are a $5.00 matriculation fee, an additional tax of $4.50 which the students have imposed upon themselves, and laboratory fees of $2.50 a semester for science courses. The cost of books will approximate $20.00 a year.

Undergraduates from out-of-town must board at Estabrook Hall and freshmen from out-of-town must room there. Board is $7.00 per week and room rent $115.00 to $150.00 per year for each occupant. The higher price is for a share of a two-room suite; the lower for a share of a single room. The rooms are furnished with a desk, chair, chiffonier, cot, mattress and pillow for each occupant. A deposit of $10.00 is required to cover possible damages. This is returned at the end of the year if everything is left in good order. Students wishing to room together should so state, each making his own deposit. Rooms are reserved in order of application when accompanied by the deposit. The sketch on the opposite page shows the arrangement of the rooms.

Scholarships, Student Aid, and Self-help

No attempt will be made here to describe the numerous fellowships and scholarships open to graduate students. Information concerning them may be obtained from the Registrar.

For undergraduates fifty Jonas G. Clark Memorial Scholarships are available for students of high academic standing, each yielding $100.00. Twenty of these are awarded, on application, to entering freshmen who averaged in the upper quarter of their class for their preparatory school course. Of the freshman scholarships, eight are reserved for candidates from the Worcester High Schools and will be awarded preferably two to each of the four schools. These scholarships will generally be awarded early in August and applications must be received prior to that time to ensure consideration. For each of the three upper classes ten scholarships are re-

Northeast

THIRD FLOOR PLAN

SCALE 5 0 10 FEET

ESTABROOK HALL

The rooms on the fourth floor are arranged like those on the third except that the rooms over the preceptor's suite have no individual bath. Woodland Street extends along the southeast side of the building, and Charlotte Street along the northeast side.

THE ROPE PULL—FRESHMEN vs SOPHOMORES

served which may be applied for by any man in the upper quarter of his class.

Sufficient loan funds are available to allow the continuance in college of deserving students. Spare time employment can usually be found. In view, however, of the time required for the regular work of the College, only an exceptional student should expect to earn more than a limited part of his expenses, and as a general rule at least $300.00 should be at the disposal of any man beginning a college course.

College Life Outside the Classroom

Although Clark stands uncompromisingly for the idea that the intellectual life of the institution as developed by reading, study, and in the classroom is the prime object of college and must be at all cost put first, it is believed that by the proper planning of his time a student may find abundant opportunity for a reasonable amount of extra-curricular activity as well; therefore such recreations are encouraged. There are monthly "Bohemians" in the gymnasium, and three formal "Proms." College suppers are occasionally held in Estabrook Hall, at which faculty and students meet in a social way. The College supports a Glee Club and Orchestra, trained by a professional Musical Director, and a very successful Dramatic Association, coached by a member of the English Department who takes especial interest in this type of activity. Debating has for a long time been notably successful at Clark, and was for a number of years the only type of intercollegiate activity in which the students engaged. The students publish the *Clark Monthly*, a magazine which gives opportunity for the publication of their literary productions and serves also as a forum for the expression of college opinion. There are four local and two national Greek letter fraternities, besides several special fraternities and organizations. The Science Club has recently been receiving enthusiastic support, while a sociological fraternity offers opportunity for the discussion of present day problems.

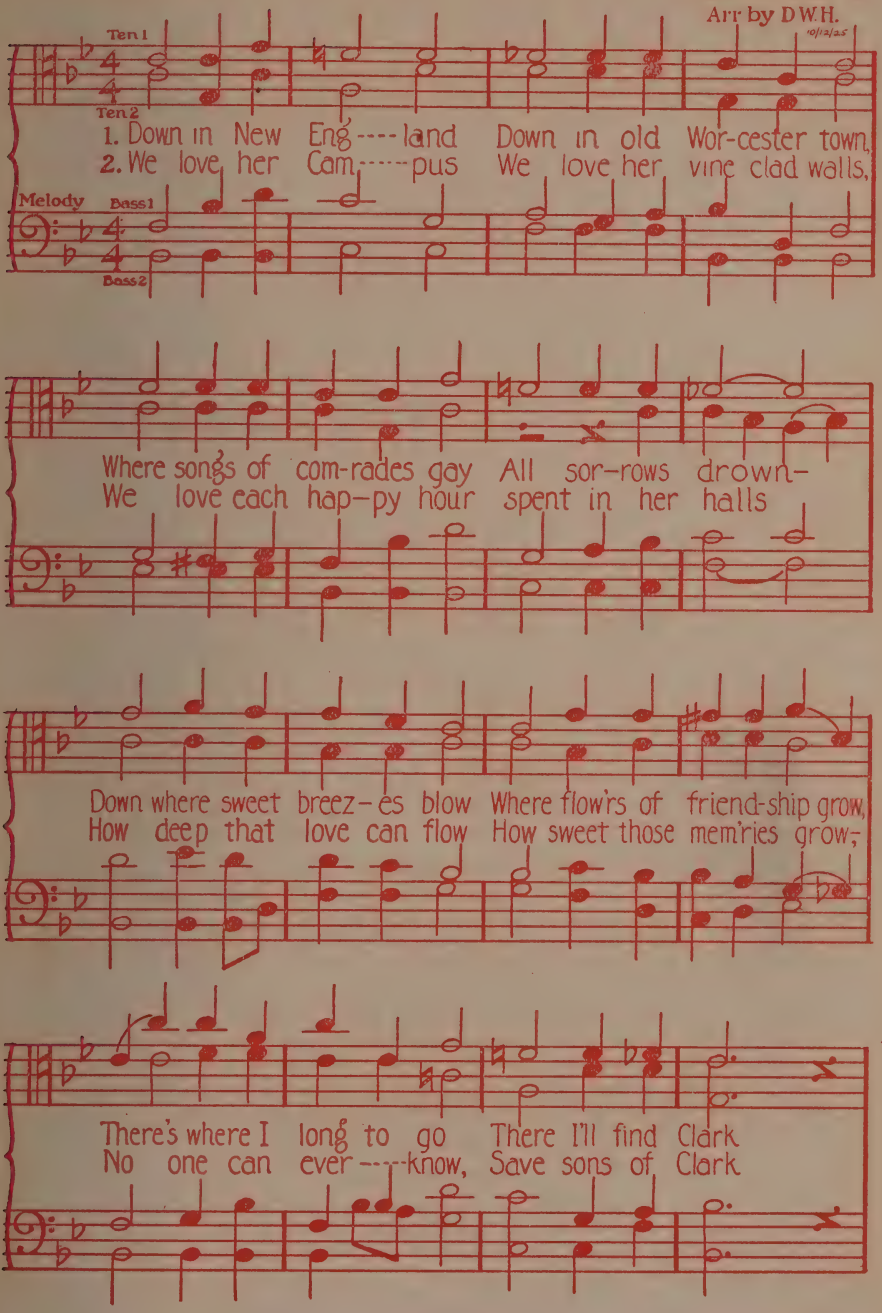
Clark has participated in intercollegiate athletics since 1919 and has been particularly successful in basketball. Rugby football is not played, but rapid advance has been made in soccer under competent coaching. The College also provides a baseball coach, and the new athletic field is expected to do much for that sport.

CAMPUS SCENE

SONS of CLARK

Words by
E. Leonard "23"

Music by
Chas. Metcalf "22"
Arr by D.W.H.
10/12/25


Ten 1
Ten 2
Melody
Bass 1
Bass 2
1. Down in New Eng---land Down in old Wor-cester town,
2. We love her Cam-----pus We love her vine clad walls,
Where songs of com-rades gay All sor-rows drown-
We love each hap-py hour spent in her halls
Down where sweet breez-es blow Where flow'rs of friend-ship grow,
How deep that love can flow How sweet those mem'ries grow;
There's where I long to go There I'll find Clark
No one can ever---know, Save sons of Clark

For Further Information
Address
The Registrar, Clark University
Worcester, Massachusetts

Published by the University in January, February, March, April, May, October, November and December

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Clark University Bulletin

Catalogue Number

1925-1926

Worcester, Massachusetts
February 1926

Clark University Bulletin

NUMBER 45 FEBRUARY 1926

Catalogue Number

The Catalogue is a record for the current academic year, 1925-26. Such announcements for the year 1926-27 as can be made at the time of publication are included.

The Bulletin is published in January, February, March, April, May, October, November, and December

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Historical Note

The University owes its existence to the interest in higher education of Jonas Gilman Clark, who was born at Hubbardston, Worcester County, Massachusetts, February 1, 1815. Conscious of the meagerness of his own early educational opportunities, he devoted his later years to the establishment and nurture of the institution which bears his name. In this he was ably assisted by his wife, Susan W. Clark, and by prominent citizens of Worcester. Mr. Clark died at Worcester on May 23, 1900.

The charter of the University was granted by the General Court of Massachusetts in 1887. The Graduate Division, with Granville Stanley Hall as president, received its first students in 1889. Special provision was made in Mr. Clark's will for the establishment of a collegiate Undergraduate Division with its own president but under the same general control as the Graduate Division. Carroll Davidson Wright was chosen president of the Undergraduate Division and students were first received in October 1902. After the death of President Wright in 1909, Edmund Clark Sanford, then Professor of Psychology in the Graduate Division, was chosen as President of the college.

In June 1920 Presidents Hall and Sanford resigned and Wallace Walter Atwood was elected to the presidency of both the Graduate and the Undergraduate Divisions of the University.

During the academic year 1920-21 the two faculties continued their separate organizations while plans for unification were being worked out. These plans, approved by the Board of Trustees, went into effect in 1921-22 and provided for the fusion of the two faculties into a single body.

With the election of President Atwood, provision was made for the establishment of a Graduate School of Geography, and work in that school was begun in the fall of 1921.

A Summer School with a six weeks' session has been conducted each year, beginning in 1921.

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CALENDAR

The academic year begins on the fourth Thursday in September. Commencement Day is the thirty-eighth Monday following (the second or third Monday in June).

The first semester ends on the Saturday before the nineteenth Monday and the second semester begins on the nineteenth Monday of the academic year.

1925

Sept.	24.	Thursday	Academic year began. Registration day.
Oct.	12.	Monday	Columbus Day. A holiday.
Nov.	25.	Wednesday	Thanksgiving recess began at 1 P. M.
Nov.	30.	Monday	Thanksgiving recess ended at 8 A. M.
Dec.	19.	Saturday	Christmas recess began at 1 P. M.

1926

Jan.	4.	Monday	Christmas recess ended at 8 A. M.
Jan.	30.	Saturday	End of first semester.
Feb.	1.	Monday	Second semester began. Founder's Day. Not a holiday.
Feb.	22.	Monday	Washington's Birthday. A holiday.
Mar.	1.	Monday	Last day for receiving applications for graduate scholarships and fellowships for 1926-27.
Apr.	3.	Saturday	Mid-semester reports.
Apr.	17.	Saturday	Spring recess begins at 1 P. M.
Apr.	26.	Monday	Spring recess ends at 8 A. M.
May	1.	Saturday	Sub-Freshman Day.
May	15.	Saturday	Theses for degree of Master of Arts are due.
May	31.	Monday	Memorial Day. A holiday.
June	1.	Tuesday	Semester examinations begin at 2 P. M.
June	5.	Saturday	Dissertations and theses for graduate degrees are due at the office of the Secretary of the Graduate Board.
June	10.	Thursday	Last day of semester examinations.
June	14.	Monday	Commencement Day.
July	6.	Tuesday	Summer School opens. Registration day.
July	11.	Saturday	Last day for payment of Summer School tuition.
Aug.	12.	Thursday	Final Assembly of the Summer School at 8 P. M. Conferring of degrees.
Aug.	13.	Friday	Summer School closes.
Sept.	23.	Thursday	Academic year begins. Registration day.
Oct.	2.	Saturday	Last day for payment of term bills. Last day for changes in undergraduate programs.
Oct.	12.	Tuesday	Columbus Day. A holiday.
Oct.	30.	Saturday	Last day for receiving applications for admission to candidacy for the degree of Doctor of Philosophy in June 1927.

Nov.	20.	Saturday	Mid-semester reports.
Nov.	24.	Wednesday	Thanksgiving recess begins at 1 P. M.
Nov.	29.	Monday	Thanksgiving recess ends at 8 A. M.
Dec.	15.	Wednesday	Last day for receiving applications for the income of special funds for graduate students.
Dec.	18.	Saturday	Christmas recess begins at 1 P. M.

1927

Jan.	3.	Monday	Christmas recess ends at 8 A. M.
Jan.	20.	Thursday	Semester examinations begin at 2 P. M.
Jan.	29.	Saturday	End of first semester. Last day for receiving applications for undergraduate scholarships for the second semester.
Jan.	31.	Monday	Second semester begins.
Feb.	1.	Tuesday	Founder's Day. Not a holiday.
Feb.	5.	Saturday	Last day for changes in undergraduate programs. Last day for receiving applications for admission to candidacy for the degree of Master of Arts in June 1927.
Feb.	9.	Wednesday	Last day for payment of term bills.
Feb.	22.	Tuesday	Washington's Birthday. A holiday.
Mar.	1.	Tuesday	Last day for receiving applications for graduate scholarships and fellowships for 1927-28.
Mar.	26.	Saturday	Mid-semester reports.
Apr.	16.	Saturday	Spring recess begins at 1 P. M.
Apr.	25.	Monday	Spring recess ends at 8 A. M.
May	7.	Saturday	Sub-Freshman Day.
May	14.	Saturday	Theses for degree of Master of Arts are due.
May	30.	Monday	Memorial Day. A holiday.
May	31.	Tuesday	Semester examinations begin at 2 P. M.
June	4.	Saturday	Dissertations and theses for graduate degrees are due at the office of the Secretary of the Graduate Board.
June	9.	Thursday	Last day of semester examinations.
June	13.	Monday	Commencement Day.
July	5.	Tuesday	Summer School opens. Registration day.
July	9.	Saturday	Last day for payment of Summer School tuition.
Aug.	11.	Thursday	Final Assembly of the Summer School at 8 P. M. Conferring of degrees.
Aug.	12.	Friday	Summer School closes.
Sept.	22.	Thursday	Academic year begins. Registration day.

BOARD OF TRUSTEES

A. George Bullock (1901)	Worcester, Mass.
Francis H. Dewey (1904), Vice-President and Treasurer	Worcester, Mass.
Herbert Parker (1907)	South Lancaster, Mass.
Arthur P. Rugg (1910)	Worcester, Mass.
Charles H. Thurber (1913), President	Boston, Mass.
Alfred Aiken (1919)	Worcester, Mass.
George H. Mirick (1920), Secretary	Worcester, Mass.
Frederick B. Washburn (1925)	Worcester, Mass.

FINANCE COMMITTEE

A. George Bullock — Francis H. Dewey

Charles H. Thurber

Final authority in all matters pertaining to the University is lodged in the Board of Trustees by charter granted by the General Court of the Commonwealth of Massachusetts.

ADMINISTRATIVE OFFICERS

President of the University and Director of the Graduate School of Geography	W. W. Atwood
Librarian and Curator of the Art Collection	L. N. Wilson
Dean of the College	H. P. Little
Director of the Summer School	D. C. Ridgley
Director of the Home Study Department	D. C. Ridgley
Registrar and Secretary of the Graduate Board	C. E. Melville
Bursar	Florence Chandler

University Staff

For Summer School Faculty see page 71

WALLACE WALTER ATWOOD, PH.D. 160 Woodland St.

President, 1920-. Professor of Physical and Regional Geography. Director of the Graduate School of Geography. Editor, *Economic Geography*.

B.S., University of Chicago, 1897; Fellow, Assistant, and Associate, 1899-1903; Ph.D., 1903; Instructor and Assistant Professor of Physiography and General Geology, 1903-10; Associate Professor, 1910-13. Instructor, Lewis Institute, Chicago, 1897-99. Instructor, Chicago Institute, 1900-01. Professor of Physiography, Harvard University, 1913-20. Geologist, U. S. Geological Survey. Fellow, American Academy of Arts and Sciences. Member, Geological Society of America, American Antiquarian Society, Chicago Academy of Sciences and the Association of American Geographers. President, National Council of Geography Teachers, 1920-21.

WILLIAM EDWARD STORY, PH.D. 17 Hammond St.

Professor of Mathematics, 1889-1921. Professor Emeritus.

LOUIS N. WILSON, LITT.D. 11 Shirley St.

Librarian, 1889-. Custodian of the Art Collection.

Litt.D., Tufts College, 1905.

HENRY TABER, PH.D. 2 Pleasant Pl.

Professor of Mathematics, 1903-21. Professor Emeritus.

WILLIAM HENRY BURNHAM, PH.D. 767 Main St.

Professor of Education and School Hygiene.

Docent in Pedagogy, 1890-92; Instructor, 1892-1900; Assistant Professor, 1900-06; Professor, 1906-26; Professor Emeritus, beginning Sept. 1926.

A. B., Harvard University, 1882. Instructor in Wittenberg College, 1882-83. Instructor, State Normal School, Potsdam, N. Y., 1883-85. Fellow, Johns Hopkins University, 1885-86; Ph.D., 1888; Instructor in Psychology, 1888-89.

BENJAMIN SHORES MERIGOLD, PH.D. 166 Woodland St.
Professor of Chemistry. Director of the Chemical Laboratories.

Instructor in Chemistry, 1905-12, 1916-20; Professor, 1920-.

Assistant Professor of Chemistry, Clark College, 1903-08; Professor, 1908-20.

A.B., Harvard University, 1896; Assistant in Chemistry, 1896-1900; A.M., 1897; Ph.D., 1901. Instructor in Chemistry, Worcester Polytechnic Institute, 1900-03.

†FRANK BLAIR WILLIAMS, PH.D. 24 Loudon St.
Professor of Mathematics.

Scholar in Mathematics, 1897-98; Fellow, 1898-1900; Ph.D., 1900; Instructor, 1910-1920; Professor, 1920-.

Assistant Professor of Mathematics, Clark College, 1907-08; Professor, 1908-20.

C.E., University of Missouri, 1890; M.S., 1893; Teaching Fellow, 1892-93. Engineering Work, United States Government Surveys, 1890-92 and 1894; Assistant Engineer, 1895-97. Assistant Professor of Engineering, Union College, 1900-04; Professor of Engineering Mathematics, 1904-07.

GEORGE HUBBARD BLAKESLEE, PH.D., L.H.D. 21 Downing St.
Professor of History and International Relations.

Instructor in History, 1905-11; Professor, 1911-.

Instructor, Clark College, 1903-04; Assistant Professor, 1904-09; Professor, 1909-20.

A.B., Wesleyan University, 1893; L.H.D., 1923. Student, Johns Hopkins University, 1893-94. Graduate Student, Harvard University, 1898-1901; A.M., 1900; Parker Fellow, 1901-02; Ph.D., 1903. Universities of Berlin, Leipzig, and Oxford, 1901-03. Member of the Commission of Inquiry to prepare data for the United States Delegation to the Peace Conference, 1918-19. Member of the Council of the American Antiquarian Society. Member of Technical Staff, American Delegation, Conference on Limitation of Armament, Washington, 1921-22.

CHARLES BREWSTER RANDOLPH, PH.D. 10 Otsego Rd.
Professor of German.

Professor of German, 1920-; Director of the Summer School, 1921-24.

Instructor in Greek, Clark College, 1903-04; Instructor in Greek and Latin, 1904-05; Assistant Professor, 1905-10; Professor of Latin, 1910-18; Professor of Latin and German, 1918-20.

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†Absent on leave, second semester, 1925-26.

A.B., Wabash College, 1896. Graduate Student, Harvard University, 1901-03; A.M., 1902; Ph.D., 1905. Instructor in Greek and Latin, University of Illinois Preparatory School, 1897-1900. Student, University of Halle, 1900-1901.

PHILIP HUDSON CHURCHMAN, PH.D. 20 Institute Rd.
Professor of Romance Languages, 1920-.

Assistant Professor of Romance Languages, Clark College, 1908-11; Professor, 1911-20.

A.B., Princeton University, 1896; A.M., 1903; Instructor in French, 1900-04. Master, Chestnut Hill Academy, Philadelphia, 1897-99. Student, Universities of Paris and Grenoble, 1899-1900, 1903-04. Instructor in French and Spanish, United States Naval Academy, 1904-05. Graduate Student, Harvard University, 1905-08; Instructor in Romance Languages, 1906-08; Ph.D., 1908. Visiting Lecturer in the University of Chicago, Summer Quarter, 1912.

**HAVEN DARLING BRACKETT, PH.D. 114 Woodland St.
Professor of the Greek and Latin Languages and Literatures, 1920-.

Instructor in Greek and Latin, Clark College, 1904-06; Assistant Professor, 1906-10; Assistant Professor of Greek, 1910-12; Professor of Greek, 1912-15; Professor of the Greek Language and Literature, 1915-20.

A.B., Amherst College, 1898. Master in Greek, Mercersburg Academy (Pennsylvania), 1898-99. Master in Greek, Lake Forest Academy (Illinois), 1899-1900. Sub-master, Boston Latin School, 1900-01. Graduate Student, Harvard University, 1901-04; Ph.D., 1904; Assistant in Ancient History, Harvard University, and Lecturer in Greek History, Radcliffe College, 1903-04.

*LEROY ALLSTON AMES, A.M. 166 Woodland St.
Professor of English Literature, 1920-.

Instructor in English Literature, Clark College, 1908-10; Assistant Professor, 1910-15; Professor, 1915-20.

A.B., Harvard University, 1896; Assistant in English 1899-1900; Graduate Student, 1899-1901; A.M., 1901. Instructor in English, Browne and Nichols School, Cambridge, Mass., 1896-99; Worcester English High School, 1901-06; Noble and Greenough School, Boston, Mass., 1906-07.

**Absent on leave, second semester, 1925-26.
*Absent on leave, first semester, 1925-26.

*Loring Holmes Dodd, Ph.D 20 Sagamore Rd.
Professor of Rhetoric, 1920-.

Instructor in English, Clark College, 1910-13; Assistant Professor, 1913-16; Associate Professor, 1916-20.

A.B., Dartmouth College, 1900. A.M., Columbia University, 1901. Ph.D., Yale University, 1907. Instructor, Choate School, Wallingford, Conn., 1901-02. Instructor in English, St. Paul's School, Garden City, N. Y., 1907-10.

Robert Hutchings Goddard, Ph.D. 17 Gates Lane
Professor of Physics. Director of the Physical Laboratories.

Student in Physics, 1908-09; Fellow, 1909-11; A.M., 1910; Ph.D., 1911; Honorary Fellow, 1911-12, 1914-15, 1919-20; Instructor in Physics, 1916-18; Professor, 1920-.

Instructor in Physics, Clark College, 1914-15; Assistant Professor, 1915-19; Associate Professor, 1919-20.

B.S., Worcester Polytechnic Institute, 1908; Instructor in Physics, 1908-09. Research Instructor in Physics, Princeton University, 1912-13. Director of Research under U. S. Signal Corps, Worcester Polytechnic Institute and Mt. Wilson Observatory, 1918.

Homer Payson Little, Ph.D. 156 Woodland St.
Professor of Geology, 1922-. Dean of the College.

A.B., Williams College, 1906. Fellow, Johns Hopkins University, 1909-10; Ph.D., 1910. Instructor and later Professor of Geology, Colby College, 1910-20. Lecturer in Geology, Bangor Theological Seminary, 1913, 1916, 1919. U. S. Geological Survey, 1907. Maryland Geological Survey, 1908-10. Instructor, Johns Hopkins Summer School, 1921. Executive Secretary, Division of Geology and Geography of the National Research Council, 1920-22.

Ellen Churchill Semple, A.M., LL.D., 941 Main St.
Professor of Anthropogeography.

Lecturer in Anthropogeography, 1921-22; Acting Professor, 1922-23; Professor, 1923-.

A.B., Vassar College, 1882; A. M., 1891. LL.D., University of Kentucky, 1923. Student, Leipzig University, 1891-92, 1895. Lecturer, University of Chicago between 1906-1923. Lecturer at School of Geography, Oxford University, England, summer terms 1912, and 1922. Ex-President, Association of American Geographers. Gold Medalist of American Geographical Society.

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*To be absent on leave, second semester, 1926-27.

SAMUEL J. BRANDENBURG, PH.D. 166 Woodland St.
Professor of Economics and Sociology, 1923-.

A.B., Miami University, 1904. Graduate Student, University of Illinois, 1908-09, and University of Chicago, 1905-09; Ph.M., University of Chicago, 1909. Professor of Economics and Librarian, Miami University, 1909-20. Graduate Student and Assistant, University of Wisconsin, 1920-22; Ph.D., 1922. Professor of Economics and Sociology, University of Arkansas, 1922-23. Visiting Lecturer in Economics, University of Texas, Summer, 1923.

†ALFRED LEWIS PINNEO DENNIS, PH. D. 769 Main St.
Professor of Modern History.

Acting Professor of International Relations, 1922-23 Feb.-June; Professor of Modern History, 1923-.

A.B., Princeton, 1896. Student, Columbia, Heidelberg, and Harvard Universities, 1896-1901. Ph.D., Columbia University, 1901. Instructor and Professor of History and Political Science, Bowdoin College, 1901-04. Associate Professor of History, University of Chicago, 1904-05. Lecturer in History, Harvard University, 1905-06. Professor of History, University of Wisconsin, 1906-20.

Captain, Military Intelligence Division, General Staff, 1918-19. Assistant Military Attaché, American Embassy, London, reporting to Peace Conference, Paris, 1919. Awarded British Military Cross.

CARL MURCHISON, PH.D. 11 Downing St.
Professor of Psychology, 1923-. Director of the Psychological Laboratories. Editor, *The Pedagogical Seminary And Journal of Genetic Psychology.* Editor *Genetic Psychology Monographs.*

A.B., Wake Forest College, 1909. Rumrill Fellow, Harvard University, 1909-10. Student, Rochester Theological Seminary, 1910-13. Student, Yale University, 1914-(Jan.)16 Assistant Professor of Psychology, Miami University, 1916-19; on leave, 1917-19, 1922-23; Associate Professor, 1919-23. Instructor, Army School for Military Psychology, Camp Greenleaf, Georgia, 1918. Psychological Examiner and Camp Morale Officer, Camp Sherman, Ohio; Assistant, 1918-19; Chief, 1919. Johnstone Scholar, Johns Hopkins University, 1922-23; Ph.D., 1923.

WILLIAM HARDER COLE, PH.D. 1A Hitchcock Rd.
Professor of Biology, 1924-.

A.B., Hamilton College, 1914; Root Fellow, 1914-15. Graduate

†Absent on leave, second semester, 1925-26.

Student, Harvard University, 1914-16; A.M., 1916; Austin Teaching Fellow, 1920-21; Ph.D., 1921. Assistant in Zoology, Radcliffe College, 1915-1916. Instructor in Zoology, Pennsylvania State College, 1916-1920; on leave, 1917-1919. Professor of Zoology, Rutgers College, Summer Session, 1921-1923. Professor of Biology, Lake Forest College, 1921-1924.

WALTER SAMUEL HUNTER, PH.D. 171 Woodland St.

G. Stanley Hall Professor of Genetic Psychology, 1925-.

A.B., University of Texas, 1910; Instructor in Philosophy, 1912-14; Adjunct Professor of Psychology, 1914-16. Ph.D., University of Chicago, 1912. Professor of Psychology, University of Kansas, 1916-25. Visiting Professor: Tulane University, 1918 summer; State University of Iowa, 1920 summer; University of Chicago, 1923 summer; University of California, Southern Branch, 1926. First Lieutenant and Captain, Sanitary Corps, Psychology Division, U. S. A., September, 1917, to December, 1918.

WOLFGANG KÖHLER, PH.D.

Visiting Professor of Psychology, 1925 (Feb.)—1926 (Feb.)

Ph.D., University of Berlin, 1909; Head of Department of Psychology, 1920-.

WILLIAM HOMER WARREN 173 Woodland St.

Professor of Organic Chemistry, 1925 (Feb.)-.

Assistant Professor of Chemistry, Clark College, 1911-12.

A.B., Harvard University, 1889; A.M., 1891; Ph.D., 1892. Instructor in Chemistry, Medical Department, Washington University, 1898-99; Assistant Professor, 1899-1900; Professor, 1900-11; Dean, 1908-11. Professor of Chemistry, Wheaton College, 1912-17. Captain, Q.M.C. and C.W.S., 1917-19. Research Chemist, 1919-25.

†OLIVER EDWIN BAKER, PH.D. 24 Loudon St.

Professor of Agricultural Geography.

Professorial Lecturer in Agricultural Geography, second semester, 1922-23; Acting Professor of Agricultural Geography, 1923-25; Professor, 1925-.

B.Sc., Heidelberg (Ohio) University, 1903; M.S., 1904. M.A. Columbia University, 1905. Student in Forestry, Yale University, 1907-08. Student in Agriculture, University of Wisconsin, 1908-10; Assistant, Wisconsin Agricultural Experimental Station, 1910-12. Agricultural Economist, Bureau of Agricultural Economics, U. S. Department of Agriculture, 1912. Ph.D., University of Wisconsin, 1921

†In residence second semester only.

*Carey Eyster Melville, A.B. 16 Isabella St.

Associate Professor of Mathematics. Registrar. Secretary of the Graduate Board.

Honorary Fellow in Mathematics, 1906-15; Associate Professor, 1920-; University Registrar and Secretary of the Graduate Board, 1922-.

Assistant in Mathematics, Clark College, 1906-09; Instructor, 1909-10; Instructor in Mathematics and Physics, 1910-11; Assistant Professor, 1911-14; Assistant Professor of Mathematics, 1914-18; Associate Professor, 1918-20; Registrar, 1914-22.

A.B., Northwestern University, 1901; Teaching Fellow in Mathematics, 1901-02. Graduate Student, Johns Hopkins University, 1902-03. Instructor in Mathematics, Case School of Applied Science, 1903-06.

Charles Franklin Brooks, Ph.D. 209 Lovell St.

Associate Professor of Meteorology and Climatology, 1921-26. Professor, beginning Sept. 1926.

A.B., Harvard University, 1911 (as of 1912); A.M., 1912; Research Assistant, Blue Hill Observatory, 1912-13; Assistant in Meteorology and Physical Geography, 1913-14; Ph.D., 1914. Assistant and Collaborator in Farm Management, United States Department of Agriculture, 1914-18. Instructor in Geography, Yale University, 1915-18. Instructor in Meteorology, United States Signal Service, 1918. Meteorologist, United States Weather Bureau, 1918-21. Secretary (1919-) and Treasurer (1921-23), American Meteorological Society. Fellow, Royal Meteorological Society. Member, Association of American Geographers.

Douglas Clay Ridgley, Ph.D. 166 Woodland St.

Associate Professor of Geography. Director of the Summer School. Director of the Home Study Department.

Lecturer and Honorary Fellow in Geography, 1922-23; Special Lecturer and Fellow, 1923-24; Associate Professor, 1924-; Ph.D., 1925.

A.B., Indiana University, 1893. High School Instructor and Principal, Chicago Schools, 1895-1903. Professor of Geography and Head of Department of Geography, Illinois State Normal University, 1903-1922; on leave, 1921-22. Graduate Student, University of Chicago, 1921-22; M.S., 1922.

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*To be absent on leave, second semester, 1926-27.

JOHN PAUL NAFE, PH.D. 3 Wyman St.

Associate Professor of Psychology.

Assistant Professor of Psychology, 1924-25; Associate Professor, 1925-.

A.B.,University of Colorado, 1911. Assistant in Psychology, Cornell University, 1921-22; Instructor, 1922-24; Ph.D., 1924.

CLARENCE FIELDEN JONES, PH.D. 193 Lovell St.

Assistant Professor of Economic Geography, 1923-26. Associate Professor, beginning Sept. 1926. Associate Editor, *Economic Geography*.

B.S., University of Chicago, 1917; Assistant and Graduate Student, Department of Geography, 1919-23; Ph.D., 1923. Head of Department of Geography, State Normal School, St. Cloud, Minn., 1917-18. Instructor in Geography, Illinois State Normal University, Summer Session, 1920. Visiting Professor in Geography, Iowa State University, Summer Sessions, 1924 and 1925. Lecturer in Geography, Western Illinois State Teachers College, Summer Session, 1924.

WILLIAM LEONARD LANGER, PH.D. 556 Chandler St.

Assistant Professor of European History, 1923-26. Associate Professor, beginning Sept. 1926.

A.B., Harvard College, 1915; Graduate Student, 1919-23; Assistant in History, 1919-21; A.M., 1920; Bayard Cutting Travelling Fellow, 1921-22; Instructor in History, 1922-23; Ph.D., 1923. Instructor in Modern Languages, Worcester Academy, 1915-17. Graduate Student, Clark University, 1917. Student, University of Vienna, 1921-22.

JAMES BLAINE HEDGES, PH.D. 17 Clement St.

Assistant Professor of American History, 1924-26. Associate Professor, beginning Sept. 1926.

A.B., University of Missouri, 1915; A.M., 1916. Fellow in History, Harvard University, 1916-17; Austin Teaching Fellow, 1919-20, 1922-23; Ph.D., 1924. Instructor in History, University of Oklahoma, 1920-21. Assistant Professor of History, Mills College, 1921-22. Secretary and Archivist, Harvard University Commission on Western History, 1923-24.

ROLLAND RYTHER SMITH, A.B. 54 Longfellow Rd.

Assistant Professor of Mathematics and Education, 1926(Feb.)-.

A.B., Harvard College, 1915; Assistant in Mathematics, 1913-15. Instructor in Mathematics, Central High School, Springfield,

Mass., 1915-21. Instructor in Mathematics, Classical High School, Newtonville, Mass., 1921-26. Lecturer in Education, Boston University, 1923.

**Percy Martin Roope, A. M. 15 Shirley St.
Instructor in Physics.

Instructor in Physics, 1921-; A.M., 1924; Honorary Fellow 1924-25; Fellow 1925-26.

A.B., Clark College, 1920.

Instructor in Physics, Kalamazoo College, 1920-21.

*Earl Godfrey Mellor, A.B. 202 May St.
Instructor in Romance Languages, 1922-.

A.B., Clark College, 1918.

U. S. Ambulance Corps, 1918-19. Instructor, Blair Academy, 1919-21. Student, University of Paris; and Instructor, Ecole du Château, Soisy sous Etoilles, Seine et Oise, France, 1921-22.

James Ackley Maxwell, A. M. 1041 Main St.
Instructor in Economics, 1924-.

A.B., Dalhousie University, 1921; A.M., Harvard University, 1923.

David Potter, M.Sc. 941 Main St.
Instructor in Biology, 1924-.

B.Sc., Massachusetts Agricultural College, 1916; Graduate Student and Assistant in Botany, 1921-23; M.Sc., 1923. Instructor in Biology, Albion College, 1923-24.

Vervon Orval Watts, A.M. 3 Wyman St.
Instructor in Sociology, 1924-.

A.B., University of Manitoba, 1918. Instructor, Brandon College, 1918-19. Assistant Principal, High School, Gilbert Plains, Canada, 1919-21. Graduate Student, Harvard University, 1921-24. A.M., 1923; Assistant in Economics and Sociology, 1923-24.

George Elisha Baker, A.M. Estabrook Hall
Instructor in English.

Assistant in English, 1924 (Feb.-June); Instructor 1925-.
A.B., Clark College, 1922.

Instructor in English, Dartmouth College, 1922-23. Instructor, Amherst, Mass., High School, 1923 (half year). Graduate Student, Harvard University, 1924-25; A.M., 1925

**To be absent on leave, 1926-27.
*Absent on leave, 1925-26.

William Frederick Phelan, A.M. 25 Jacques Ave.
Instructor in Romance Languages, 1925-26.
A.B., Clark College, 1909.
Instructor in French, Newman School, 1909-1911. Student, Collège de St. Servan, France, July-Aug. 1910. Instructor in French and German, King School, Stamford, Conn., 1911-1913. Instructor in French, High School, Tarrytown, N. Y., 1913-14. Instructor in French, N. Y., Military Academy, 1914-15. Instructor in French, Hawken School, Cleveland, Ohio, 1915-17; 1919-24. U. S. Ambulance Service with French Army, 1917-19. Student, University de Caen, Mar.-June, 1919. Student, Harvard University, 1924-25; A. M., 1925.

Adolph William Aleck, A.B., B.D. Estabrook Hall
Instructor in German, 1925-.
Scholar in Education, 1925-26.
A.B., Oglethorpe University, 1923; B.D., Atlanta Theological Seminary, 1923.

Curtis F. Marbut. LL.D.
Special Lecturer on Soils, 1923-.

Homer L. Shantz, Ph.D.
Special Lecturer on Plant Geography, 1923-.

Olof G. Jonasson, Phil. Lic.
Special Lecturer in Geography, 1925-26.

Elmer Ellsworth Powell, Ph. D. 769 Main St.
Lecturer in Philosophy, 1925-26 (Feb.-June).

W. Elmer Ekblaw, A.M. 6 Woodbine St.
Managing Editor, *Economic Geography*. Associate Professor of Geography, beginning Sept. 1926.

Guy H. Burnham, A.M. 19 Bowdoin St.
Cartographer, Graduate School of Geography.

Ernest Raymond Whitman 1 Webster St.
Director of Physical Education.

Frederick Herbert Baker, M. D., (Harvard) 4 Linden St.
Medical Director.

Florence Chandler 18 Downing St.
Bursar.

Dean W. Hanscom, A. B. — Auburndale, Mass.
Director of the Glee Club.

Arthur J. Dann — 27 Circuit Ave.
Director of the Orchestra.

Eugene C. Belknap — 9½ Hancock St.
Curator, Department of Chemistry.

George Elisha Baker — Estabrook Hall
Proctor, Estabrook Hall.

John W. Boardman — 15 Shirley St.
Superintendent of Buildings and Grounds

STUDENT ASSISTANTS

Pierre Alexander Bouillett, B. S., French.

Charles C. Cowell, B.P.E., Physical Educator.

Richard P. Doherty, A.B., Economics and Sociology.

Wendell F. Farrington, A.M., Economics and Sociology

John H. Ferguson, A.B., Chemistry.

Rufino Fernandez-Heres, Spanish.

Frank A. Geldard, A.B., Psychology

G. Roger Gladding, A.B., Physics.

Leo A. Goldblatt, A.B., Chemistry.

Luberta M. Harden, A.B., Psychology.

Charilaos G. Lagoudakis, B.H., History and International Relations.

Blake F. McKelvey, A.B., History and International Relations.

Hazel V. Miller, A.B. Geography.

Robert W. Nafe, A.M., Psychology.

H. Harrison Russell, A.M., Physical Education.

Lewis M. Sleeper, A.B., Physics.

Governing Boards and Committees

THE UNIVERSITY FACULTY

The Faculty consists of the President, the Librarian, and all members of the staff giving regular courses of instruction. It has immediate supervision over the general educational work of the University and is responsible for the nomination to the Board of Trustees of candidates for baccalaureate degrees and for honorary degrees.

Secretary of the Faculty, Charles B. Randolph

THE UNIVERSITY SENATE

An advisory board appointed by the President

President Wallace W. Atwood, *ex officio*

George H. Blakeslee
Samuel J. Brandenburg
William H. Burnham
Robert H. Goddard
Walter S. Hunter
Homer P. Little
Benjamin S. Merigold
Carl Murchison
Douglas C. Ridgley
Louis N. Wilson

THE GRADUATE BOARD

The Graduate Board consists of the President and representatives of the departments offering advanced graduate instruction. It has general control, independent of the Faculty, of the work of the Graduate Division of the University and is responsible for the nomination to the Board of Trustees of candidates for the degrees of Master of Arts and of Doctor of Philosophy.

President Wallace W. Atwood, *ex officio*

Oliver E. Baker
George D. Blakeslee
Samuel J. Brandenburg
Charles F. Brooks
William H. Burnham
William H. Cole
Alfred L. P. Dennis
Robert H. Goddard
Walter S. Hunter
Benjamin S. Merigold
Carl Murchison
William H. Warren

Secretary of the Graduate Board, Carey E. Melville

THE COLLEGIATE BOARD

The Collegiate Board consists of the President, the Dean of the College, the Registrar of the College and six members of the Faculty, appointed by the President. It has immediate supervision over the work of the Undergraduate Division subject to the direction of the Faculty and recommends to the Faculty candidates for the degree of Bachelor of Arts.

President, Wallace W. Atwood
Collegiate Dean, Homer P. Little } *ex officio*
Registrar, Carey E. Melville

Leroy A. Ames
George E. Baker
Haven D. Brackett*
William H. Cole
James A. Maxwell
Benjamin S. Merigold, *Secretary*
John P. Nafe
Frank B. Williams*

THE COMMITTEE ON THE DEGREE OF BACHELOR OF EDUCATION

The Committee exercises general supervision, subject to the approval of the Faculty, over the degree of Bachelor of Education.

President, Wallace W. Atwood, *ex officio*
Registrar, Carey E. Melville, *Chairman*
Collegiate Dean, Homer P. Little
Director of the Summer School and of the Home Study Department, Douglas C. Ridgley.

THE COMMITTEE ON THE SUMMER SCHOOL

President, Wallace W. Atwood, *ex officio*
Director of the Summer School, Douglas C. Ridgley
George H. Blakeslee
Carey E. Melville

THE COMMITTEE ON PERSONNEL AND ORGANIZATION

Elected annually by the Faculty to advise the President regarding the personnel and the organization of departments.

STANDING COMMITTEES OF THE GRADUATE BOARD

The President of the University is *ex officio* a member of all committees of the Graduate Board.

*Absent on leave second semester, 1925-26.

THE COMMITTEE ON CREDENTIALS

The Committee passes upon applications for admission to the graduate division and makes recommendations to the Graduate Board in respect to Fellowships and Scholarships and candidacy for graduate degrees.

Charles F. Brooks, *Chairman*
Carey E. Melville, *ex officio, Secretary*
George H. Blakeslee — Samuel J. Brandenburg
Carl Murchison

THE COMMITTEE ON PROFICIENCY IN FOREIGN LANGUAGES

The Committee examines for proficiency in foreign languages candidates for the degree of Doctor of Philosophy.

Philip H. Churchman, Professor of Romance Languages
Charles B. Randolph, Professor of German
A representative of the student's major department

STANDING COMMITTEES OF THE COLLEGIATE BOARD

The President of the University and the Collegiate Dean are *ex officio* members of all committees of the Collegiate Board.

THE COMMITTEE ON ADMISSIONS

Registrar, Carey E. Melville, *Chairman*
Haven D. Brackett — Robert H. Goddard

THE COMMITTEE ON CURRICULUM

Leroy A. Ames — Philip H. Churchman
Registrar, Carey E. Melville, *ex officio*

THE COMMITTEE ON STUDENTS' STANDING

The Registrar, and the instructors and advisers of the students under consideration.

THE COMMITTEE ON ATHLETICS

James A. Maxwell — Ernest R. Whitman
Frank B. Williams

THE COMMITTEE ON AUTHORIZED EXCURSIONS

Charles F. Brooks — Carey E. Melville

THE COMMITTEE ON COOPERATION WITH STUDENTS

Loring H. Dodd — Benjamin S. Merigold
Charles B. Randolph

The University

LOCATION

Clark University is located in Worcester, Massachusetts, an industrial and educational center with a population of nearly two hundred thousand. It is distant about forty miles from Boston and from Providence, and about two hundred miles from New York City.

Situated at the eastern border of the Central Massachusetts upland at an altitude of nearly six hundred feet above sea level, excessive humidity is seldom experienced and the climate is bracing.

GROUNDS AND BUILDINGS

The University Campus is a tract of about eight acres bounded by Main, Woodland, Maywood, and Downing Streets, about a mile and a quarter from the City Hall. Here the principal buildings are located. Besides this tract, the institution owns the athletic grounds between Maywood and Beaver Streets, where the tennis courts are located, the athletic field of about six acres at the corner of Park Avenue and Beaver Street, about five minutes' walk from the University, the land on the corner of Woodland and Charlotte Streets, where Estabrook Hall is located and other property opposite the campus on Woodland St., the Hadwen Arboretum on Lovell St., and several other dwellings occupied by members of the staff. The residences of the President and of the Dean of the College are on Woodland Street opposite the Campus.

Jonas G. Clark Hall, completed in 1889, is a four story granite and brick building, 204 feet by 114 feet, of fire resisting construction, containing about ninety rooms.

Science Hall, completed in 1889, is constructed of brick with brick partitions throughout. It has the form of a letter L with each wing about 135 feet in length. The wing adjacent to Woodland Street, containing about twenty-eight rooms on three floors,

is occupied by the Department of Chemistry. The other wing, containing about twenty-two rooms on four floors, is occupied by the Department of Physics.

The Library Building, completed in 1903, is architecturally the most noteworthy of the University buildings. The design is a modern adaptation of the Gothic style. The exterior is of brick on a granite foundation. The interior is finished throughout in oak. The building, facing Main Street and extending back along Downing Street, is 78 feet by 168 feet and three stories in height.

The Geography Building, completed in 1910, is 56 feet wide and extends along Main Street for 111 feet. It is connected by corridors to the Library Building, which it matches in design.

Estabrook Hall, a dormitory for about fifty students, is the newest addition to the University buildings. This is an attractive brick building, 43 feet by 125 feet, and three stories in height, including the Dining Hall, built in 1908, on the ground floor. The dormitory and dining hall are both supplied with the most modern equipment throughout. The dining hall has accommodations for about two hundred.

ORGANIZATION

The University includes:

The Undergraduate Division offering a general collegiate course leading to the degree of Bachelor of Arts.

The Graduate Division offering advanced instruction leading to the degrees of Master of Arts and Doctor of Philosophy.

The Graduate School of Geography offering special training leading to higher degrees in Geography and related subjects.

The Summer School offering both undergraduate and graduate instruction with special reference to candidates for the degree of Bachelor of Education.

The Library with its separate endowment, offering unusual opportunities for study and research.

Courses of Study are offered by fourteen departments:

1. Ancient Languages and Literatures
2. Biology

3. Chemistry
4. Economics and Sociology
5. Education and School Hygiene
6. English Language and Literature
7. Geography
8. Geology
9. German Language and Literature
10. History and International Relations
11. Mathematics
12. Physics
13. Psychology
14. Romance Languages and Literatures

Note: After 1925-26, the Department of Education and School Hygiene will be merged with the Department of Psychology.

Announcements of the different divisions and of the different departments will be found, each under its own heading, in the following pages.

THE ACADEMIC YEAR

The academic year begins on the fourth Thursday in September, and Commencement Day is the thirty-eighth Monday following (the second or third Monday in June). The first semester ends on the Saturday before the nineteenth Monday, and the second semester begins on the nineteenth Monday of the academic year. There are three recesses during the college year: Thanksgiving Day and the two days following; two weeks including Christmas and New Year's Days; and the week including the nineteenth of April. University exercises are suspended also on Columbus Day, Washington's Birthday, and Memorial Day, and during some of the morning hours on Founder's Day, in order to permit students to attend the commemoration exercises.

The Summer School begins on the Monday following July 4, and continues in session for six weeks.

Students are expected to be present on the first day of each term and to continue in attendance from day to day to the end of the term.

ADMISSION

Three classes of students are admitted:

1. Undergraduates. For requirements see page 37.
2. Graduate students. For requirements see page 49.
3. Special students. (a) Mature persons, not candidates for a degree, who wish to take advantage of the opportunities for study afforded by the University, and who give satisfactory evidence of adequate preparation for the work which they wish to undertake. (b) Students who are candidates for the degree of Bachelor of Education. For requirement see pages 50 and 76.

Requests for information and for application forms should be addressed to the Registrar.

REGISTRATION

The first day of the academic year and of the Summer Session are devoted to the registration of programs of study. Registration for the second semester is required on the tenth day (Thursday) before the beginning of the semester.

Failure to register on the days designated is penalized, in the case of undergraduates, by a fine of one dollar for each day's delay up to a maximum of five dollars.

TUITION AND FEES

The tuition in the Undergraduate and Graduate Divisions is $150 per year, payable in two equal installments. These installments are due at the beginning of each semester. If the tuition is not paid within ten days after it is due the enrollment of the student lapses. A student whose enrollment has lapsed for nonpayment of tuition may be re-enrolled, with permission of the proper administrative officer, on payment of the overdue tuition with an additional fee of $2.

Special Students and others carrying small programs are charged at the rate of $30 for a course meeting one hour weekly through the year, and $15 for each additional hour per week through the year.

Tuition in the Summer School is $20 for a single course and $35 for two or more courses. Tuition may be paid at any time before the opening of the Summer School, and must be paid by noon of the first Saturday of the term.

A matriculation fee of $5 is required of all students entering Clark University. This is paid but once, and permits a student to return successive years, or after a period of absence, without any future charge for matriculation. This fee is paid also by Students who register for the Summer School.

Laboratory fees are charged at the rate of $2.50 each semester for undergraduate laboratory courses in Biology, Chemistry, Geology, Physics, and Psychology. ~~Geog 12~~ (beginning Sept 1926)

A deposit of $10 for each course, to cover breakage, is required of students taking undergraduate laboratory work in Chemistry. Any balance remaining at the end of the year is returned on application; and if the deposit is not sufficient to cover breakage, any excess is collected by the Bursar.

a deposit of $5?? for breakage is req'd of Students taking Geog 12 beginning Sept 1926

A deposit of $25 is required of each graduate student in the Department of Chemistry, at the beginning of the year. Ordinary supplies and materials are charged to the student's account at cost. Any balance remaining is refunded at the end of the year.

Graduate students taking undergraduate courses pay the same fees and deposits as undergraduates.

Laboratory fees and deposits for breakage are due at the time of registration for the courses.

Diploma fees are charged according to the following schedule:

$5 for the Bachelor of Arts or the Bachelor of Education diploma. These fees are due before the delivery of the diploma.

$10 for the Master of Arts diploma.

$25 for the Doctor of Philosophy diploma.

These fees are due when applications for admission to candidacy are filed.

DINING HALL AND DORMITORY

Board at the Dining Hall is furnished at a reasonable rate which has varied from year to year. During the current year the charge has been $7 per week.

Undergraduates who do not live in their own homes are required to board at the Dining Hall.

Estabrook Hall, (See cut and floor plan, pages 33 and 34) the undergraduate dormitory completed in 1924, provides accommodations for about fifty students at a cost of $150 a year each

for two students in a suite of two rooms, or $115 each for two in one room. Dormitory room rent is payable either in advance or one-fifth at the beginning of each semester and one-tenth on the first day of November, December, January, March, April and May. In case of voluntary or involuntary withdrawal from the College, room rent is charged to the first of the calendar month following the date of withdrawal. Each student is required to deposite $10 before occupying a room. This deposit is returned, less any charges for damages to the room or its furnishings, when the key to the room is surrendered to the Bursar. A deposit of fifty cents is required from each student for a key to his room.

Freshmen not living in their own homes are required to room in Estabrook Hall. Rooms not required for Freshmen may be rented by upper classmen or by graduate students. Rooms are assigned to Freshmen in order of application, when the application is accompanied by a deposit of $10. Students who indicate a desire to room together will be accommodated whenever possible.

The University also has dormitory accommodations for a small number of graduate students. Lodging can be secured in private houses within convenient distance at a reasonable cost.

OTHER EXPENSES

In addition to the fees and other charges enumerated above, students will find that the necessary expenses of living in Worcester are comparable with similar costs in any large city and that the total is largely dependent upon the individual's habits and tastes.

The cost of books varies with the programs of study. The University maintains a book store which is operated without profit in order to reduce the cost of text-books and supplies.

HEALTH AND PHYSICAL TRAINING

The Medical Director, Doctor Frederick H. Baker, exercises general supervision over matters of health and hygiene in the University. For undergraduates a thorough medical examination is required at the beginning and end of each year. Three hours per week of Physical Training are required of all who are

not excused for adequate reasons. Medical examinations and Physical Training are optional with graduate students.

The Medical Director is available during the academic year for conferences and medical advice. It is intended that his services shall be primarily of a preventive nature. The University does not conduct an infirmary and does not undertake to care for cases of illness requiring medical attention or hospital accommodations, although it will cooperate in every possible way in meeting such emergencies.

The Director of Physical Education has supervision over all required Physical Training and other athletic activities. In the matter of intercollegiate contests he is assisted by the Committee on Athletics of the Faculty.

The University has two athletic grounds. The smaller one lies across Maywood Street from the campus and includes tennis courts and a cinder running track about an eighth of a mile in length.

The larger athletic field, secured in 1924, is located at the corner of Beaver Street and Park Avenue about five minutes' walk from the University. Improvements are being rapidly completed here and the grounds will probably be available for soccer in the fall of 1926.

The gymnasium is located on the ground floor of Jonas G. Clark Hall. Individual steel lockers and an ample number of shower baths are provided.

The Library

Louis N. Wilson, *Librarian*
Edith M. Baker, *Assistant Librarian*
Helen J. Elliot, *Cataloguer*
Assistants
Hope M. Cowles, Ethel L. Hartness,
Edith L. Sawyer, Lorna H. Shaw
Student Assistants
Thornton L. Pitcher, William F. Preissel,

The Library under the terms of Mr. Clark's will received one quarter of his estate for the "support and maintenance of a University Library." Thus the Library is well endowed and is able to provide amply for the needs of all departments.

The Library is situated on the corner of Main and Downing Streets. A full description of the building and of the Proceedings at the Public Opening which was held January 14, 1904, will be found in the Publications of the Clark University Library for April 1904 (Vol. 1, No. 3).

The Library contains over 113,000 bound volumes and pamphlets, and the reading room receives over 500 journals.

The books are grouped as follows:

A Works of General Reference
B Journals
C Mathematics
CD Mathematics-Physics
D Physics
DE Physical Chemistry
E Chemistry
F Biology, Zoölogy, Botany, Physiology, Neurology.
G Geography
H Pathology
I Psychology
J Philosophy
K Religious Psychology
L Biography
M Anthropology
N Education
O General Science
P History
R Political and Social Science Economics
S English
T Modern Languages
U Classics
W Practical Arts
X Library Science
Y Art
Z European War

Tuesday and Friday mornings, each week, all books recently added to the Library are placed upon a table in the reference sec-

tion where they remain for three days. This affords the members of the University an opportunity to examine the new books in all departments before they are placed upon the shelves for circulation.

Particular attention is paid to the needs of students engaged in research work. The Library already possesses a good collection of complete sets of the best scientific periodicals. It makes liberal purchases for individual needs and supplements these by drawing upon the resources of the older and larger libraries through the inter-library loan system. The number of books added each year is about four thousand volumes.

The books in the Art Department are accessible on application to the Librarian, but, by the terms of the Founder's will, they cannot be taken from the building.

All the privileges of the Library are open to all members of the University, and each member has direct access to every book and journal.

The Library is open from 8 a. m. to 10 p. m. each week day, (except on legal holidays) during term time and during the Summer School session.

Art Department

In his last will and testament the Founder of the University bequeathed

"the sum of $100,000, as an endowment fund for the Art Department of said University, and said sum is to be held and kept sacred and intact as a principal not to be used or expended under any conditions; but the income, interest or proceeds thereof shall be used only in putting and keeping said works of art or others given or obtained for said department in good condition and in taking care of them; and then if there is a surplus of the income of said fund left, I will and direct that it be used in the purchase of additional works of art or of such matters as will add to the usefulness and efficiency of said Art Department."

Under these conditions a large room has been furnished and equipped on the upper floor of the Library Building. Upon the death of Mrs. Clark, those of the Founder's collections that were deemed most suitable for this purpose were arranged and displayed in this room, together with his most valuable books, which, by the conditions of the will, cannot be removed from the build-

ing. A complete catalogue of these books and paintings has been published in the Publications of the Library, Vol. 2, No. 1.

The Art Department is open daily (except Sundays and holidays) from 9 a. m. to 5 p. m.

Five portraits and one landscape painting have been added to the collection:

1909. Portrait of the late Carroll D. Wright, president of Clark College from 1903 to 1909, by the late Frederick Vinton of Boston. This painting was awarded the Temple Gold Medal at the 1909 Exhibition of the Pennsylvania Academy of Fine Arts.

1911. Portrait of G. Stanley Hall, president of Clark University from 1888 to 1920, by the late Frederick P. Vinton of Boston.

1913. Landscape painting, "Snowing," by Joseph H. Greenwood of Worcester.

1914. Portrait of Edmund C. Sanford, president of Clark College from 1909 to 1920, by Joseph De Camp of Boston.

1921. Portrait of Augustus George Bullock, member of the Board of Trustees since 1901 and president of the Board from 1905 to 1919, by Leslie P. Thompson of Boston.

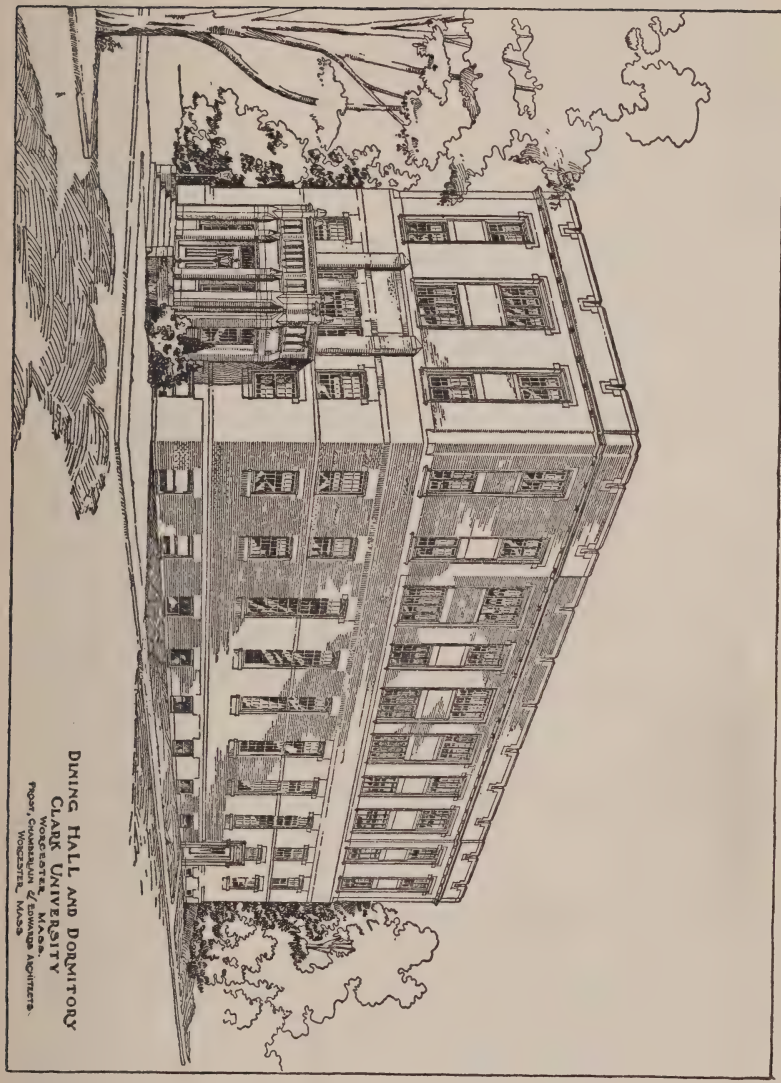
1925. Portrait of Wallace W. Atwood, president of Clark University since 1920, by John C. Johansen of New York.

To commemorate the twenty-fifth anniversary of the University the Board of Trustees, early in 1914, commissioned Mr. Victor D. Brenner of New York to prepare a medal to mark that event. The medal is made of bronze and is three inches in diameter. On the obverse is delineated the head of President G. Stanley Hall, and on the reverse a beautiful allegorical group symbolizing the spirit of the University and the legend,

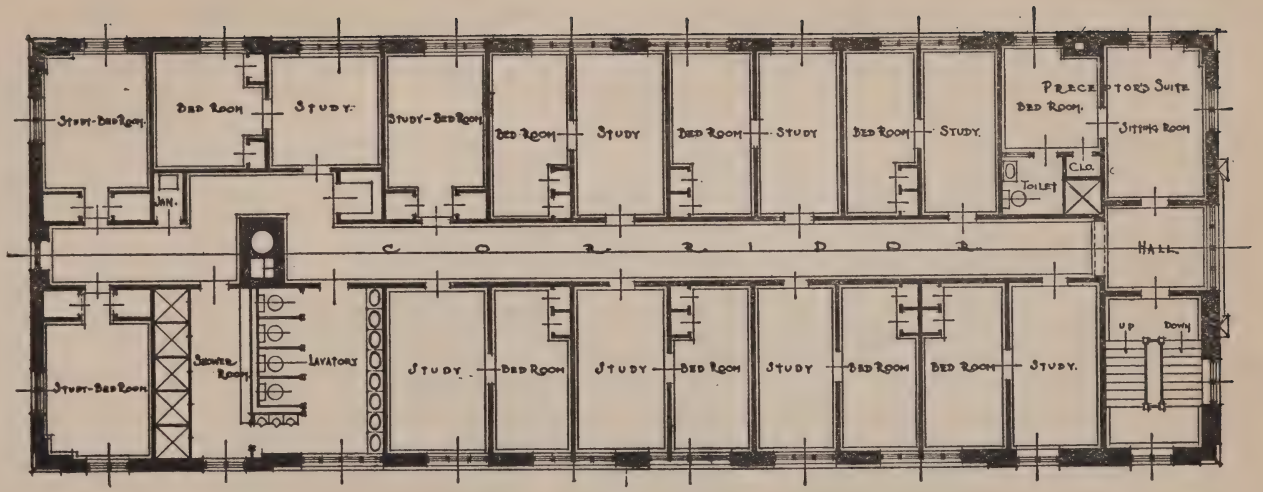
"Knowledge is proud that he has learned so much,
Wisdom is humble that he knows no more."

Scale models of the buildings and the University grounds have been made by T. J. McAuliffe and Son of Worcester, under the direction of the architects, Messrs. Frost and Chamberlain.

Shortly before his death Dr. Sanford gave the Art Department a silver vase bearing an etching of Fuji-Yama and inscribed, "To Dr. E. C. Sanford from Nakanishi and Kakise, Tokio, 1921."



DINING HALL AND DORMITORY
CLARK UNIVERSITY
WORCESTER, MASS.
PROFF. CHAMBERLIN & EDWARDS ARCHITECTS.
WORCESTER, MASS.



THIRD FLOOR PLAN

Scale 1" Feet

DINING HALL AND DORMITORY, CLARK UNIVERSITY

This dormitory is primarily for Freshmen students. All Freshmen who are living away from home while attending the College and who are not excused by special action of the Collegiate Board are required to live here during their first year. The rent for the rooms has been placed at a very modest figure, much less than rooms of similar equipment and attractiveness can be secured for in the neighborhood of the College. A proctor lives in the building and has general supervision over the life in the dormitory.

The Undergraduate Division

(Clark College)

When the College was established in 1902, a three-year course was adopted as the normal one for the baccalaureate degree. This innovation was in part due to the emphasis placed upon a three-year course in the will of the founder, and in part the result of a conviction that properly prepared students could, under favorable conditions, secure in three years a training in no substantial degree inferior to that ordinarily obtained in a four-year college course. Increasing pressure, on the one hand, for the admission of high school graduates who could not qualify for the three-year course and, on the other hand, for a larger development of extra-curricular activities, including athletics, has led to a modification of this plan. Beginning with the class which entered in September 1922, a regular four-year course leading to the Bachelor of Arts degree has been offered. The opportunity for completing the requirements for graduation in three years continues to be open to qualified students and to be emphasized in accordance with the traditional policy of the College and the intent of its founder.

The College has a competent faculty, large in proportion to the number of students, and is well equipped for the work which it undertakes. It especially commends itself to earnest young men who wish to economize either in time or money. In accordance with the expressed wish of the founder, the tuition has been kept as low as possible. A general and well-balanced undergraduate curriculum leading to the degree of Bachelor of Arts is offered. Distinctively vocational or professional work is not offered. Certain departments, particularly the Department of Chemistry, have, however, been able to give a training which has enabled students to take up professional employment immediately after graduation.

A complete statement in regard to fees and expenses will be found on pages 26 to 28.

SCHOLARSHIPS AND STUDENT AID

The Jonas G. Clark Schoiarships established by the Trustees in January, 1925, provide scholarships of the value of one hundred dollars each to fifty undergraduates. These scholarships replace the smaller number of Undergraduate Scholarships previously available. Twenty of these scholarships are reserved for applicants for admission to the Freshman Class who rank in the upper quarter of their graduating classes in preparatory schools, eight of them being for graduates of the Worcester High Schools. Of the remaining thirty scholarships, ten will be reserved for each of the three upper classes for students who rank in the upper quarter of each class.

The Livermore and Ambulance Scholarship was endowed by citizens of Worcester in honor of Charles Randall Livermore, Clark College, '17, the first Clark man to fall in battle, and of his companions in the Clark Unit of Ambulance Drivers. A scholarship of fifty dollars or more is offered from the income of the fund, to be awarded on the basis of academic success, character and usefulness to the College. The scholarship is open to students in regular standing in any class of the College who are residents of Worcester County.

The Henry A. Willis Fund, of $5,000 provides an annual scholarship for students coming from Fitchburg and vicinity, but in the absence of a suitable recipient from this community other disposal may be made.

The B'nai Brith Scholarship is the income from a fund of $2,000 provided by the Order of B'nai Brith, primarily but not exclusively for the aid of Jewish students.

Applications for undergraduate scholarships should be filed at an early date on blanks which may be secured at the general office. Awards are made by the Collegiate Board.

The Board expressly reserves the right to award less than the full number of scholarships in any year if less than the full number of worthy candidates apply or if for any other reason this may seem advisable.

Aid which is given in the form of scholarships is not regarded as a loan. If however, those who avail themselves of such aid

are able to return the amount in later years, the sums, whatever they may be, will be put into the Alumni Loan Fund of the College.

LOAN FUNDS

The Alumni Loan Fund. Grants from this fund are made on recommendation of the President or Dean of the College in amounts determined by the need of the applicant but seldom in excess of one hundred dollars per year to any single applicant. The loans are covered by notes payable at a fixed date and bear interest from date at the rate of six percent per year. Applications may be made at any time.

The Estabrook Loan Fund. This is a revolving Fund created by the generosity of the late Arthur F. Estabrook of the Board of Trustees and now amounting to a total of about four thousand two hundred and fifty dollars. The fund is administered by the Dean of the College. The notes given to cover the grants bear interest at the rate of six percent per year. It is expected that loans from this Fund will be repaid as promptly as possible.

Other Funds. A special alumni loan fund has been contributed by L. Kelly Foster, C. B. L. Kelley, Isadore Lubin and H. M. Smith, and others. This fund amounts to about $500. Mr. Kelley has continued to give financial assistance to one or more deserving students each year.

ADMISSION

Inquiries regarding admission and requests for blank forms should be addressed to the Registrar.

It is the practice to regard every admission as an "admission on trial" to the actual work of the College. A student whose record fails to meet the expectations implied by his admission may be required to withdraw at any time.

Applications for admission should be made as early as is practicable. Official transcripts of preparatory school records and certificates of character should be sent directly to the College by the school officials who sign them.

Special students are admitted to the University under the conditions stated on page 26.

Admission to the Freshman Class

A four year high school course or its equivalent, including a total of 15 units of credit in acceptable subjects, is required for admission to the Freshman class. Two units are required in Mathematics (Algebra and Geometry). A single unit in a foreign language is not accepted. Commercial and industrial subjects will be credited to a total not exceeding three units. The term "unit" is understood to mean approximately one quarter of a pupil's normal program of work for the school year.

Certificates are accepted from schools on an approved list. This list includes schools listed as "approved" by the various regional associations. Schools not so listed may receive temporary certification privileges. The certification privilege may be suspended at the discretion of the Registrar in cases where the records of students in college indicate that certification from the school is not a reliable indication of good preparation for college work. An applicant for admission to the freshman class should supply, on blanks furnished by the college:

1. A signed application for admission naming three competent references as to general character and ability. This application should be filed with the Registrar at the earliest practicable date.
2. A complete statement of his preparatory school record. This should be mailed to the Registrar by the officer who signs it.

In addition to the above, an applicant should supply records of any entrance examinations which he may have taken.

Applicants whose references are satisfactory and who present records from approved schools will be admitted (a) *without conditions* if they offer *fifteen certified units* of credit in acceptable subjects, or (b) *with one or two conditions* if they offer *fourteen or thirteen certified units* respectively in acceptable subjects.

Entrance Examinations

Applicants from approved schools, who cannot present at least thirteen certified units, and applicants from schools which do not have the certificate privilege should arrange in consulation with the Registrar to take examinations offered by the College Entrance Examination Board in June. Information concerning

these examinations may be obtained from school officers or by addressing the Board at 431 West 117th St., New York City. Applications for examinations must be received by the Board befor the end of May.

Those who make a satisfactory record in a designated set of examinations may be admitted to the college with or without conditions. The College will determine in each case what constitutes a satisfactory record in examinations.

A final opportunity for making up entrance deficiencies by examinations is offered at the college immediately before the opening of the academic year in September.* These examinations are also provided by the College Entrance Examination Board, and are intended to be supplementary to those held in June. Admission to them is by special permission in each case. A fee of $2.00 is charged by the college for each examination.

Admission with Conditions

Admission with conditions is essentially admission on trial. It is not intended that such admission shall involve the requirement of additional courses during the freshman year for students who are less well prepared than those admitted without conditions. All conditions will be terminated at the beginning of the sophomore year either by removal in the manner specified below or by additions to the requirements for graduation. Conditions may be in specified subjects or may be general, in the latter case indicating some deficiency in the high school course as a whole.

Conditions will be removed if at the end of the freshman year the conditioned students shall have met the normal scholarship requirements for regular standing, namely a rank above the lowest quarter in three-fifths of his courses and no failures. Conditions may also be removed by satisfactory records in College Entrance Board Examinations covering the conditioned subject in June or September following the freshman year.

Applications for examinations in September, for the removal of conditions, must be filed with the Registrar not later than the first of August preceding the date of the examinations. The fee of two dollars for each examination must be paid when applications are filed.

*In 1926 from September 20 to 24.

Each condition not removed at the beginning of the sophomore year will be replaced by an additional requirement for graduation amounting to three semester hours.

Admission to Advanced Standing

A student who wishes to enter the College after previous study at another institution of college grade is required to submit a letter of honorable dismissal, a complete transcript of his record at the last institution attended and such other information as the Committee on Admissions may request. If he is admitted he will be provisionally assigned to the Freshman, Sophomore, Junior, or Senior class and will be permitted to register for such courses as he is prepared to undertake. He will not be given a final class rating or a definite amount of credit for work done elsewhere until he has been in residence for at least one semester. After satisfying this requirement as to residence he will be given credit for the work done at any other institution to an amount depending in each case upon the time spent upon it, the grade received, and upon the record made here. Such credit is granted by the vote of the Collegiate Board upon the recommendation of the Registrar.

The Bachelor's degree will not be conferred upon a student who has not spent at least a year in residence here, and usually not unless the time spent in residence includes the two semesters immediately preceding the granting of the degree.

FACULTY ADVISERS

When a student is accepted by the Committee on Admissions he is assigned to a member of the Faculty who will act as his adviser. The adviser will assist the student in making up his program of studies for registration and will be ready at all times to afford him help and counsel, either in regard to problems of the student's college life or other matters. The student should consult with his adviser as soon as possible in order to outline his program of studies before the opening of the college year. In all cases of action directly affecting a student the adviser is his representative before the Faculty and will present the student's views and desires.

REGISTRATION

When a student is accepted for admission he is given a card authorizing him to matriculate. This card, when receipted by the Bursar as evidence of payment of the matriculation fee is his authorization to register.

Registration days are the first day of the academic year and the tenth day (Thursday) before the beginning of the second semester. Failure to register on or before these days involves a fine of $1.00 for each day's delay up to a maximum of $5.00.

A student's record of attendance begins with the first day of the semester, and no credit for attendance is given until registration is completed. In cases of delayed registration unexcused absences are recorded for all scheduled meetings of courses unless excuses acceptable to the Collegiate Board are presented.

During the first week of any semester changes of courses may be made for sufficient reason with the written approval of the student's adviser and the instructors concerned. After the first week of any semester no changes may be made except such as are authorized by special vote of the Faculty or of the Collegiate Board.

Freshmen may register for programs of either fifteen or eighteen hours of college work per week in the first semester. After the first semester of the freshman year programs of eighteen or more hours per week are restricted to students whose average rank in all courses is 35 in 100 or better.

The election of a *major* and *minor* is required as a part of registration at the beginning of a student's second year in College, This election when once recorded may be changed only at the beginning or end of a semester, and then only with the approval of the Dean. Although the *major* and *minor* are not officially regarded as fixed until the student's second year in College he should plan his course from the beginning as definitely as possible with his probable choice in view.

THE CURRICULUM

The curriculum is arranged upon a plan which permits considerable freedom of adjustment to individual differences of interest. Each student's program of studies contains two principal subjects (a *major* and a *minor*) together with required courses in English and certain subjects chosen in accordance with rules intended to insure a reasonable distribution of work among the various departments. A large part of each program is made up of courses chosen without restriction.

A *major* consists of at least twenty-four semester hours and a *minor* of at least eighteen semester hours made up of such courses as are specified in the announcements of the various departments.

In order to facilitate the statement of requirements, the departments of instruction are grouped in three divisions:

DIVISION A

Biology, Chemistry, Geology, Mathematics, Physics

DIVISION B

Economics and Sociology, Education and School Hygiene, Geography, History and International Relations, Psychology.

DIVISION C

Ancient Languages, English, German, Romance Languages.

STUDENT PROGRAMS

Regular students normally carry programs which yield a credit of fifteen or sixteen semester hours for each semester, in addition to the required work in Physical Training. These programs may include lectures, recitations, or work in laboratories. In general it is expected that all courses will require two hours of preparation for each lecture or recitation. Three hours are assumed for each laboratory period which is counted as the equivalent of an hour of recitation and its two hours of preparation.

A student carrying the regular program should expect his college work to require from forty-five to fifty hours of his time per week, in addition to the work in Physical Training.

Candidates for the Bachelor's degree in less than four years will generally carry programs of from eighteen to twenty hours per week and should expect to spend practically their entire time on their college work.

Each student elects one of the fourteen departments in which he will complete a *major,* and a related department in which he will complete a *minor.* The choice of *major* and *minor* usually involves certain specific requirements in other subjects. For these and for statements as to what particular courses may be used for a *major* and a *minor* the announcements of the different departments should be consulted.

First year students must make up their programs entirely from courses designated as "Open to Freshmen." The program for the freshman year must include:

~~In motion: To amend the statement on p. 43 of the 1916 Catalogue to read:~~

Seniors & Juniors who complete the necessary prerequisites are admitted, at the discretion of the instructor in charge, to courses listed "for graduate students & advanced undergraduates."

(V)

Is this OK?

V/26/16 OK WAB C.D.R.

1. English 11.
2. A course in Foreign Language.
3. A course in Division A.
4. A course in Division B.
5. An elective.
6. A second elective, for students who plan to complete the course in three years.

The elective will be in Mathematics for students who expect to *major* in Science and in Latin or Greek for students who expect to *major* in Foreign Language. Other students may meet the requirements (c) page 44, by electing either Greek, Latin, Mathematics, or a third year college course in a modern foreign language.

Undergraduates, other than Freshmen, may enter any course listed "primarily for undergraduates," for which, in the judgment of the instructor in charge, they are prepared. Seniors are admitted, at the discretion of the instructor in charge, to courses listed "for graduate students and advanced undergraduates;" Juniors may be admitted to these courses only by special vote of the Collegiate Board. Undergraduates are not admitted to courses "primarily for graduate students" except in rare cases, and then only by special vote of the Collegiate Board and of the Graduate Board.

A course in English composition (Eng. 14) is required in the second year of all students except those who rank in the upper quarter of the required course in English (English 11).

PHYSICAL TRAINING

Regular gymnasium exercise is required of all students (with certain exceptions) for the general promotion of their health and mental efficiency. The hours at which this work is given are set at times which avoid conflict with recitation hours.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

1. A minimum period of study in residence of three academic years.
2. One hundred and twenty semester hours of credit with a

satisfactory standing, in addition to the required work in physical training. The 120 hours required for graduation must include:

a. A *major* of not less than twenty-four semester hours.

b. A *minor* of not less than eighteen semester hours.

c. A requirement depending on the choice of the *major* subject, six semester hours.

Those majoring in Division A must take Mathematics in the Freshman year.

Those majoring in Division B must take either Greek, Latin, Mathematics or a third year college course in Modern Foreign Language, subject to the approval of the Department in which the *major* lies.

Those majoring in Division C must take Greek or Latin in the Freshman year. This requirement is waived if two units of Greek or Latin are presented for admission.

Work taken in fulfillment of this requirement (c) may also be counted toward the fulfillment of requirement (e) or (f).

d. *English,* twelve semester hours, including English 11 required in the first year, and six semester hours additional required before the end of the third year.

English 14, English Composition, is required in the second year of all students except those who rank in the upper quarter of English 11.

e. *Foreign Language,* at least thirty semester hours including credits accepted for admission. Foreign language accepted for admission will be credited towards the fulfillment of this requirement on the basis of six semester hours for two units of preparatory work in one language, twelve semester hours for three units in one language and eighteen semester hours for four units.

One foreign language course of at least second year college grade must be taken in college.

The thirty semester hours required may be divided between any two languages or among any three, but not less than six semester hours will be accepted in any one language

and at least eighteen semester hours are required in one language.

f. *Division A,* twelve semester hours for students whose High School course included two or three units of Science in addition to Mathematics. For students who presented only a single unit of Science, this requirement is 18 hours. For students who presented four units of Science, the requirement is reduced to six semester hours.

This requirement if more than six hours must be divided between at least two departments, and six semester hours of it must be in some one laboratory course in Biology, Chemistry, Geology, or Physics.

g. *Division B,* twelve semester hours for students whose High School course included two or three units of History or related subjects. For students whose High School course included only a single unit in this field, the requirement is eighteen semester hours. For students whose High School course included four units in this field, the requirement is reduced to six semester hours.

This requirement if more than six hours must be divided between at least two departments with not less than six semester hours in any department.

3. *Physical Training,* three hours per week through the course. except during the second semester of the senior year. Any student may be excused from this requirement for adequate reasons.

Students who satisfy all of the foregoing requirements will be recommended for the degree of Bachelor of Arts unless in the judgment of the Faculty there is cause for withholding this recommendation.

GRADING AND SCHOLARSHIP

A student's scholarship record is determined by his relative standing in each of his courses. College regulations concerning scholarship are based on the fundamental assumption that in any large class the major portion will do fairly satisfactory work and that the remainder will be about equally divided between those who clearly rank above and those who as clearly rank below the group just mentioned.

In recognition of the superior quality of work necessary to insure a high rank, additional credit is given to students who are ranked in the upper quarter in any three-hour course. This extra credit varies from two-tenths of an hour to one-half an hour.

A student is not permitted to count toward the A.B. degree more than forty-eight semester hours of credit for courses in which his rank places him in the lowest quarter of his class.

CLASSIFICATION OF STUDENTS

Students are classified as Freshmen, Sophomores, Juniors and Seniors, on the following basis:

A student who, at the beginning of any academic year, has credit of less than 15 semester hours, is classified as a Freshman for that year.

A student who, at the beginning of any academic year, has credit of 15 hours or more, but less than 48 hours, is classified as a Sophomore for that year.

A student who, at the beginning of any academic year, has credit of 48 hours or more, but less than 84 hours, is classified as a Junior for that year.

A student, who at the beginning of any academic year, has credit of 84 hours or more, is classified as a Senior for that year.

A student who has announced his intention of becoming a candidate for the degree of Bachelor of Arts in three years and who, at the beginning of his third year has completed eighty semester hours or more of credit, is classified as a Senior for that year.

HONORS

"First Honors" and "Second Honors" are awarded annually to those members of each class who have, in the judgment of the Faculty, distinguished themselves by their scholarship during the year.

The Bachelor's degree is awarded "With Honor," "With High Honor," and "With Highest Honor" to those members of each graduating class who have made the most creditable records.

In 1914 the Clark Scholarship Society was organized. The society is similar in aims to the Society of Phi Beta Kappa. Its object is, "to maintain a high and broad conception of scholar-

ship; to encourage devotion to scholarship, so conceived; to promote a close relation for mutual benefit between the undergraduate members and the faculty members of the Society." Membership in the Society is open to members of the Faculty. New student members are normally elected at the end of each year from among the men of high standing in the Junior Class The Faculty makes nominations and the undergraduate members of the Society elect from the men so nominated. Additional nominations are made at the middle and end of the senior year.

STUDENT LIFE

It has always been the policy of the University to give to its students the greatest possible individual liberty of action and to adopt few rules of conduct.

It is assumed that each student will conform to the recognized standards of morality, good order, and gentlemanly conduct, that he will not absent himself unnecessarily from University exercises at which he is due, and that he will give his serious and constant attention to his work as a student.

While encouraging the fullest possible measure of student self-government, the College recognizes the fact that the individuals and groups among the undergraduates require a reasonable amount of oversight in their various undertakings.

Undergraduate organizations are under such control as will insure proper caution and recognition of responsibility in business dealings.

Participation in extra curricular activities is denied to those students only whose scholarship record is such as to indicate that further encroachment upon their time and attention may interfere with the completion of their course. In accordance with this principle, a student is "ineligible" for the following half semester if at any report period

(a) he fails more than one course
(b) he fails one course and has an average rank below 70 in 100.
(c) he has an average rank below 80 in 100, even though he passes all courses.

The general supervision of intercollegiate athletics is com-

mitted to an Athletic Board consisting of the Director of Physical Training, the Committee on Athletics of the Collegiate Board, two alumni elected by the Alumni Association, and nine student members. The actions of this Athletic Board are subject to review and veto by the Committee on Athletics.

Two formal dances, the "Junior-Freshman Prom" in the winter, and the "Senior Prom" at Commencement time, in addition to informal dances, "Bohemians," held about once in six weeks, give opportunity for relaxation and the meeting of students and faculty on a basis of general sociability. Additional opportunities of this sort are provided by the various clubs in which both students and faculty participate.

Student activities include a Glee Club and Orchestra which give a series of concerts in Worcester and elsewhere during the winter; a Debating Society whose members have made an enviable record for the University in intercollegiate debates; the Gryphon, a senior honor society, and many other organizations.

The Dramatic Association is a very active student organization which presents a number of plays each year under the direction of Professor L. H. Dodd of the Department of English.

On Sub-Freshman Day, in the spring, those who have some expectation of entering the College in September are guests of the University for the purpose of establishing mutual acquaintanceship.

The Clark Monthly is a magazine which was established in 1911. The editorial and business management is in the hands of a student board.

The Graduate Division

GENERAL INFORMATION

The courses in the Graduate Division are open to properly qualified persons, both men and women.

Instruction and opportunities for original research leading to the degrees of Master of Arts and Doctor of Philosophy are offered by the following departments:

Economics and Sociology
Education and School Hygiene*
Geography
History and International Relations
Psychology

Work leading to the degree of Master of Arts only is offered by the departments of Biology, Chemistry, and Physics.

The other departments offer courses of an advanced nature which, with the consent of the Graduate Board, may be included in the programs of graduate students, but are not prepared at present to offer complete programs leading to the higher degrees.

A complete statement regarding tuition and expenses will be found on pages 26 to 28.

ADMISSION

Only college graduates or those of equivalent attainments are admitted to the Graduate Division. It is highly desirable that applicants should have a reading knowledge of French and German.

Graduates of colleges on the approved list of the Graduate Board, who give evidence of superior ability and of adequate preparation for advanced study in the departments in which they propose to do their major work may be admitted by the Secretary of the Graduate Board upon the recommendation of a department. Such students may proceed to the advanced degrees in the minimum time.

Other applicants for admission will have their applications considered by the Committee on Credentials, who will determine, in consultation with the departments in which the applicants pro-

*To be merged with the Department of Psychology after 1925-26.

pose to do their major work, whether they may be admitted, and on what conditions.

Applications for admission should be addressed to the Secretary of the Graduate Board and should be accompanied by official certificates of previous undergraduate and graduate work.

Special Students

In addition to those who are candidates for degrees, the University admits others desiring to undertake study or research, whose attainments are such as to qualify them for the work proposed. Such persons, provided they satisfy the departments concerned as to their training and competency in the subjects to which they wish to devote themselves, are not restricted in their choice and combination of studies.

Application for admission as a special student should be filed with the Registrar on blanks which may be secured from him. The application should bear the written endorsement of a representative of the department in which the student is chiefly interested.

FELLOWSHIPS, SCHOLARSHIPS AND STUDENT AID

Fellowships for graduate students are provided annually from the income of the George F. Hoar Fund of one hundred thousand dollars, the gift of Andrew Carnegie. Other financial assistance is made possible by the University and by various bequests.

Scholarships and fellowships (except honorary appointments) are for prospective candidates for the degree of Master of Arts or of Doctor of Philosophy.

Application blanks may be obtained from the Secretary of the Graduate Board, and applications for appointments for the succeeding year should be filed with the Secretary by March first for consideration by the Board before April first. The board may, however, consider applications made at other times. Acceptance of an appointment should be made in writing within fifteen days of notification of such appointment.

Since awards are made to students who are judged to be qualified to carry on work in certain special lines, they are not transferable from one department to another. Scholars and Fellows are

expected to carry through the work of the year for which they are appointed and must devote their entire time to graduate study and research, except insofar as they may be allowed to act as assistants in their major departments, but the entire time devoted by a student to such work shall not exceed six hours per week. Authorization of any outside work whatsoever must be obtained from the Graduate Board.

The various types of fellowships and scholarships (all remitting tuition) together with any further conditions of appointment, follow:

1. *University Graduate Scholarships.* These remit tuition and in some cases yield an additional stipend. Students who may be expected to fulfill the requirements for the Master's degree in not more than one year of residence may receive these awards.

2. *Fellowships.* These remit tuition and may be awarded to students who have completed an amount of graduate work equivalent to the requirements for the Master's degree. These fellowships may be awarded with or without stipends. The stipends awarded commonly range from $100 to $300.

3. *University Fellowships.* There are a limited number of these fellowships (valued at $600) which remit tuition and provide for a room during the academic year at one of the University dormitories and board at the Dining Hall, during the regular sessions of the University.

4. *The American Antiquarian Society Fellowship in American History,* having a value of $300 in addition to the remission of tuition, has been established by members of the American Antiquarian Society. This fellowship will be awarded to a student whose major is in American History.

5. *Honorary Scholarships and Fellowships.* These appointments may be made at the discretion of the Graduate Board, and entitle the holder to remission of tuition and to the privileges of the University.

Other student aid is available from the following funds, with the restrictions noted.

A Citizen's Fund has been established by a citizen of Worcester in the sum of five thousand dollars, the income of which is

to be used for the aid of "some one or more worthy native born citizens of the City of Worcester who may desire to avail themselves of the advantages of the institution." The benefits of this fund are available to graduate students only.

The John White Field Fund, the income of which is "to provide for the minor needs of a Scholar or Fellow," has been established by Mrs. Eliza W. Field. The fund amounts to five hundred dollars.

The following regulations apply to the award of the income of the Field Fund:

1. Regard is had to the intellectual ability of the candidate as well as to the need of pecuniary assistance.
2. Only candidates who have spent three months in graduate work at the University are considered.
3. The head of each department will consider and report to the Faculty desirable cases in his department.
4. Applications are received not later than December 15, and the awards made as soon as possible after the Christmas recess.

The Eliza D. Dodge Fund is a sum of one thousand dollars the income only of which is to be expended to aid graduate students of limited means engaged in research work.

LIBRARY FACILITIES

In addition to the library facilities provided by the University (see pages 30 to 32) students may avail themselves of the privileges of several other excellent libraries in the city. The Worcester Public Library contains some 237,000 volumes and makes accessible to the public about 600 newspapers and magazines. The library of the American Antiquarian Society, housed in the national headquarters of the society in Worcester, contains about 136,000 volumes and some 202,000 pamphlets. The library of the Worcester District Medical Society is also at the disposal of members of the University.

THE DEGREE OF MASTER OF ARTS

Admission to Candidacy

Students who have been admitted to the Graduate Division without special requirements or who have met such requirements, may be accepted as candidates for the degree of Master of Arts

by the Graduate Board on recommendation of the Committee on Credentials after they have completed one semester of full-time graduate work in residence or its equivalent at this University, and have filed with the Secretary of the Graduate Board an application for admission to candidacy with the endorsement of the major department and have paid the diploma fee.

Applications for candidacy for the Master's degree should be filed with the Secretary of the Graduate Board before the end of the first week of the semester in which the period of residence for the degree is to be completed.

Requirements for the Master's Degree

1. *Residence.* The Master's degree will not be conferred upon any candidate until he has completed one year of full-time work in residence, or its equivalent. Attendance at four sessions of the Summer School will ordinarily be considered as fulfilling this residence requirement if the student's entire time is devoted to graduate work.

Residence credit is also granted for work done upon field trips conducted by the Department of Geography under the direct supervision of a member of the staff of the Department.

If by reason of other employment a student is unable to devote his entire time to graduate study the Committee on Credentials will determine in consultation with the major department when the residence requirement shall have been met.

2. *Course Requirements.* The requirements for the Master's degree cannot be fulfilled by mere accumulation of credits. The candidate must demonstrate that he has a comprehensive knowledge of his major subject and that he is capable of carrying on a satisfactory investigation in the field of that subject. A minimum course credit of 18 semester hours in addition to the research work is required. At least one-half of the courses taken should be devoted to the major subject, and approximately one-third to a minor subject.

3. *Examinations.* Graduate students must pass all examinations in courses which they wish to present for credit. Failure to pass any course in his major subject will bar the student from obtaining his degree that year. The candidate must satisfy his *major* department that he has done his work faithfully and has

mastered the subjects involved, and must pass in addition to any written examinations which may be required, an oral examination before a jury composed of not less than three members of the Graduate Staff.

4. *Thesis.* The candidate must present a thesis on some topic which has received the approval of his major department. This thesis must be presented to the major department not later than May 15, in the case of candidates for the degree in June, and in other cases at a corresponding date. Theses must be delivered to the Secretary of the Graduate Board one week before the degree is to be conferred.

THE DEGREE OF DOCTOR OF PHILOSOPHY

Admission to Candidacy

For admission to candidacy for this degree the student must have fulfilled the following conditions:

1. A written application for admission to candidacy endorsed by the major department and a receipt for the diploma fee must be filed with the Secretary of the Graduate Board.

2. Two full years of graduate work in residence, or its equivalent, must have been completed.

3. Examinations in French and German before the Committee on Proficiency in Foreign Languages must have been passed, unless another language is substituted for one of these under the authorization of the Graduate Board.

4. A written statement, approved by the chief instructor, giving the subject of the Doctor's dissertation, must be filed with the Secretary of the Graduate Board.

5. He must have demonstrated, to the satisfaction of his major department, capacity for satisfactory research.

Applications for admission to candidacy should be filed not later than November first in any academic year, by students who hope to proceed to the degree at the end of that year.

Requirements for the Doctor's Degree

1. *Residence.* At least two years of full-time work in residence, or its equivalent, beyond the requirements for the Master's degree are necessary for the Doctor's degree. At least one year of full time residence study must be at this University.

2. *Courses of Study.* A fixed number of hours of credit is not specified for the Doctor's degree. However the program of study of the prospective candidate, indicating major and minor subjects and endorsed by the major department, is submitted to the Graduate Board for approval in October of each year.

3. *Examinations.* Each prospective candidate for the Doctor's degree must pass a preliminary examination in his *major* subject and a final examination in his minor subject, one year prior to the time that he expects to receive his Doctor's degree. He must also pass final examinations including at least a two hour oral examination before a jury including at least two members of the Graduate Board representing Departments other than those in which the candidate's *major* and *minor* subjects lie. The oral examination will cover broadly the ground of the dissertation and *major* subject. Final examinations must be taken after the completion of one year of full-time work in residence subsequent to the preliminary examinations.

4. *Dissertation.* For the degree of Doctor of Philosophy an indispensable requirement is a dissertation upon an approved subject, to which it must be an original contribution of value. The following conditions apply to its acceptance:

a. The dissertation must be presented to the instructor under whose direction it is written, and accepted by him before the final oral examination. It must be laid before the jury of examination in form suitable for publication. This copy of the dissertation shall be delivered to the Secretary of the Graduate Board to be deposited in the Library, where it shall remain unless exchanged for a printed copy. A duplicate copy shall also be delivered to the Secretary not later than one week before the degree is to be conferred, unless the printed copies provided for in the next paragraph are delivered at that time.

b. One hundred printed copies of the dissertation (or an abstract acceptable to the chief instructor) shall be delivered to the Secretary of the Graduate Board within two years after the degree is conferred. In certain cases the number of required copies may be reduced to fifty.

To guarantee delivery of the printed copies the candidate must (a) file with the Secretary an acceptance of the dissertation (or abstract) for publication by a responsible editor or publisher, such publication to be within two years after the final examination, or (b) must deposit with the Bursar the sum of $75.00 (or an acceptable bond for that amount) as surety for publication.

c. The favorable report of the chief instructor, filed in writing with the Secretary of the Graduate Board, shall be a sufficient authorization for printing as a dissertation. The printed copies shall bear upon the cover and title page the statement of approval in the following words, over the signature of the chief instructor:

> A dissertation submitted to the Graduate Board of Clark University, Worcester, Massachusetts, in partial fulfillment of the requirements for the Degree of Doctor of Philosophy, and accepted on the recommendation of
> (Name of Chief Instructor.)

The Graduate School of Geography

Work in Geography is carried on by the Graduate School of Geography which is organized with a faculty of specialists in the various branches of the subject. The School occupies a well equipped building including lecture rooms, offices and work rooms, and directly connected with the University Library.

Degrees in Geography are granted by the University on the same terms as apply to degrees in other fields of study.

STAFF

Wallace W. Atwood, Ph.D., Professor of Physical and Regional Geography and Director of the Graduate School of Geography.

Ellen C. Semple, LL.D., Professor of Anthropogeography.

Oliver E. Baker, Ph.D., Professor of Agricultural Geography and Land Utilization.

Charles F. Brooks, Ph.D., Associate Professor of Meteorology and Climatology. (Professor, beginning September 1926).

Douglas C. Ridgely, Ph.D., Associate Professor of Geography in Education and Director of Home Study.

Clarence F. Jones, Ph.D., Assistant Professor of Economic Geography. (Associate Professor beginning September 1926).

Curtis F. Marbut, Ph.D., Special Lecturer on Soils.

Homer L. Shantz, Ph.D., Special Lecturer on Plant Geography.

Olaf G. Jonasson, Phil.Lic., Special Lecturer on Industrial Geography, first semester 1925-26.

W. Elmer Ekblaw, M.A., Managing Editor, *Economic Geography*. (Associate Professor of Geography, beginning September 1926).

Guy H. Burnham, M.A., Cartographer.

Other Members of the University Staff Offering Closely Related Work

George H. Blakeslee, Ph.D., Professor of History and International Relations.

Alfred L. P. Dennis, Ph.D., Professor of Modern History.

WILLIAM L. LANGER, PH.D., Assistant Professor of European History.
J. B. HEDGES, PH.D., Assistant Professor of American History.
HOMER P. LITTLE, PH.D., Professor of Geology.
SAMUEL J. BRANDENBURG, PH.D., Professor of Economics and Sociology.
JAMES ACKLEY MAXWELL, A.M., Instructor in Economics.
VERVON ORVAL WATTS, A.M., Instructor in Sociology.
WILLIAM H. BURNHAM, PH.D., Professor of Education and School Hygiene.
ROBERT H. GODDARD, PH.D., Professor of Physics.

GENERAL STATEMENT

During the last few years the American people have been awakened, in a remarkable way, to an interest in Geography. Since the period of isolation in national development is passed, they have come to realize, almost suddenly, that the United States of America is one of the leading nations of the world and vitally interested in foreign countries and their problems.

This awakening, and the consequent broadening of our horizon, have forced us to recognize that we have neglected in this country the scientific study of Geography. Many of the universities and colleges of this country are now calling for trained geographers. Commissioners of education, normal schools, and high schools are looking for men or women who can serve as supervisors or as special teachers of Geography. The large financial houses are endeavoring to train men in commercial Geography in their own schools. The Departments of the Government are now using trained geographers, and the Civil Service Commission has recently recognized that no one should enter consular or diplomatic service who has not been trained in the geography of this country and of the world. The intelligent reading of current literature is demanding an increasing knowledge of the peoples and of the conditions in distant lands.

The Graduate School of Geography gives opportunities to properly qualified students to secure special training in Geography. The staff is composed of experts in the various fields of Geography. They must of necessity spend a portion of

their time in travel and in field studies, but while in residence, they offer regular courses of instruction and direct advanced students in research work. It is not the intention to offer all courses of instruction each year; many of them are given once in two years. Abundant opportunities for instruction are provided, but graduate students are advised not to burden themselves by attending too many lecture courses. They must depend very largely for their growth upon their individual efforts in the pursuit of research work, under the direction of members of the staff. The map collection and the Library offer them unusual facilities for research work in residence, but it is hoped that all graduate students, before completing their University work, may undertake field studies.

Advanced studies in History, Economics, and Sociology, as well as a reading knowledge of the modern languages are important to all students of Geography, and the attention of such students is called to the announcements in those several departments.

The Graduate School of Geography aims to promote, in every way possible, productive scholarship, and to train those who wish to enter the profession to become leaders in their chosen fields of work.

The publication of the *Journal of Economic Geography,* issued quarterly, was begun in 1925.

A complete statement regarding tuition and expenses, Fellowships and Scholarships, and general conditions of work will be found on pages 26 to 29.

OFFERINGS IN GEOGRAPHY

(For 1926-27)

Primarily for Undergraduates

FIRST SEMESTER	SECOND SEMESTER
First Year	
10a Fundamentals of Geography	102b Geography of North America (Omitted 1926-27).
	104b Geography of Europe
Second, Third, or Fourth Year	
14a Economic Geography (Agricultural)	15b Economic Geography (Industrial)

Third or Fourth Year

Geol. 12. General Geology. (Through the year.)

12 Weather and Climate. (Through the year.)

Geol. 121a. Mineralogy. Geol. 122b. Economic Geology.

Phys. 19. Advanced Meteorology. (Through the year.)

(See also courses for graduate students and advanced undergraduates.)

A four-year sequence or *major* in Geography covering the requisite preliminaries for graduate work in the field is made up of the first seven courses on the list (Geog. 10, 12, 14, 15, 102 or 104, and Geol. 12). A *minor* in Geography would normally include the first year courses (Geog. 10 and 102 or 104) and two or three of the others offered.

For *major* and *minor* in Meteorology and Climatology Geog. 12, 22 and 221, and Physics 19 and 29 are available, while for a *minor* in Meteorology, Geog. 12, and Physics 19 and 29 may be taken.

Geography for Graduates

The outline below indicates the broad opportunities for professional training in Geography offered at Clark. Those who need to fill gaps in subjects usually covered before entering the Graduate School may find the necessary elementary courses in the list for undergraduates above. Graduate students in History, Economics and Sociology can find Geography courses closely associated with their major work, and acceptable for credit in their *major* departments. In coöperation with the Physics Department advanced work in Meteorology is now offered.

ADMISSION TO THE GRADUATE SCHOOL OF GEOGRAPHY

The Graduate School of Geography is open to any who wish to receive professional training in Geography, and who are qualified to enter the Graduate Division of the University and take advanced work in Geography. Degrees of Master of Arts and of Doctor of Philosophy are available.

OUTLINE OF GRADUATE COURSES IN GEOGRAPHY AND CLOSELY RELATED FIELDS

(For 1925-26)

1ST SEMESTER	2ND SEMESTER
22a Climatology and Climates of the World	21b Regional Physiography
	221b Climatology of North America. (Through the year.)
Physics 29. Physics of the Air.	
33a Soils and Plant Geography	
Math. 113a Math. Th. of Statistics	241b Agricultural Geography of North America
Ec. 32a Land Economics	342b Land Utilization and Agricultural Resources
200a Agricultural Regions of Europe.	
243a Economic Geography of South America	
27a General Principles of Anthropogeography. (Omitted 1926-27)	25b Industrial Geography
	23b Geography of World Commerce. Special lectures on Commerce of South America.
Hist. 211a Historical Geography of the United States.	
274a Geography of Northwest Europe (Omitted 1926-27)	28b Geography in Education
	29b Cartography and Graphics
276a Geography of the Mediterranean Region.	37b History of Geography.
278a Geography of Eastern Asia	270b Geography of Exporation

30 Seminar in Geography. (Through the year)

301 Journal Club. (Through the year).

300-370 Research in the special phases of geography. With appropriate specialists; available for any period at any time of year.

331 Soil Survey Work. (One month in summer, 4 hrs.)

390 Field Geography (Individual work). Available at any time.

Physics 39. Research in Meteorology.

39. Research in Geography in Education.

COURSES IN GEOGRAPHY

1. Primarily for Undergraduates

10a. Fundamentals of Geography. A first course in college geography dealing with the geographic factors and geographic principles necessary to the understanding of the relationships existing between man and his natural environment. A

world view of geography forming a good basis for all later courses.

Open to Freshmen.

Three hours, first semester. M. W. F., 8.

Associate Professor Ridgley

102b. Geography of North America. An introduction to the study of continental areas. A treatment of the continent as a whole followed by regional studies from various points of view. A desirable foundation for the more advanced and more specialized courses in North America and other continents.

Open to Freshmen.

Three hours, second semester. M. W. F., 8.

To be omitted in 1926-27. Associate Professor Ridgley

104b. Geography of Europe.

New course to alternate with 102b.

Geology 12. General Geology. See page 103.

Three hours, through the year. M. W. F., 8; F. 2.

Professor Little

12. Weather and Climate. This course aims (1) to give the student an understanding of weather processes, largely through watching the passing weather; (2) to train him in daily forecasting; (3) to show how various weather combinations make up the several types of climate; and (4) all through the year to bring out the intimate effects of the weather on all sorts of human affairs. Elementary Meteorology is taken up systematically during the first semetser, and elementary Climatology the second.

Three hours, through the year. Tu. Th. S., 11. Occasional laboratory periods. Professor Brooks

Omitted in 1925-26.

Physics 19. Laboratory Meteorology. See page 121.

Three hours, through the year.

Professor Goddard and Professor Brooks

14a. Economic Geography (Agricultural). A study of the influence of the natural environment on the production of and trade in the more important agricultural products. This course

and 15b constitute a full year's course in Economic Geography.
Three hours, first semester. Tu. Th. S., 8.
Associate Professor Jones

15b. Economic Geography (Industrial). A study of the influence of the natural environment on the production of and trade in the more important mineral, forest, factory, and sea products; continental and ocean trade routes; major commercial divisions and trade regions of the world. This course is an expansion of part of Geog. 12b.
Three hours, second semester. Tu. Th. S., 8.
Associate Professor Jones

Geology 121a. Mineralogy. See page 103.
Three hours, first semester. Professor Little

Geology 122b. Economic Geology. See page 104.
Three hours, second semester. Professor Little

2. For Graduate Students and Advanced Undergraduates

21b. Comparative Regional Physiography. A critical review of the principles of Physiography and their application in the analysis of the physiographic features and physiographic history of selected areas.
Prerequisite: Geology 12, or equivalent in Physiography.
Three hours, second semester. M. W. F., 9.
Professor Atwood

22a or b. Climatology and Climates of the World. The principles of Climatology, followed by a comparison of the major types of climatic environment found in different parts of the world; *e.g.,* continental, marine and mountain climates. Acclimatization. Changes of climate.
Prerequisite: Geography 12 or equivalent.
Three hours, either semester. Tu. Th. S., 9.
Professor Brooks

Physics 29. Physics of the Air. See page 122.
Professor Goddard and Professor Brooks

221b. Climatology of North America.
Largely a seminar course in which the students will be expected

to make a research contribution to the Climatology of North America.

Prerequisite: Geography 22a or equivalent.

One to three hours, second semester. Professor Brooks

200a. Agricultural Regions of Europe.

Two hours, first semester. Mr. Jonasson

To be ommitted in 1926-27.

*214b. Agricultural Geography of North America. A course describing the agriculture of North America north of Mexico and the influence of physical and economic conditions in directing its development. In the first half of the course the geographic distribution of the crops and classes of live stock is discussed. In the second half the description proceeds by regions, subdivided into areas and includes, after a brief review of the physical conditions, a discussion of the crops, live stock, systems of farming, land tenure, and the composition and characteristics of the rural population.

Prerequisites: Geography 12 or 21.

Three hours, second semester. Tu. Th. S., 9.

Professor Baker

243a. Economic Geography of South America. A detailed study of the economic activities of the people of South America in relation to the environment; the activities of the several regions of each country are analyzed in their relation to the elements of the natural environment separately and to the environment complex.

Prerequisite: Geography 12b or 14.

Three hours, first semester. Tu. Th. S., 10.

Associate Professor Jones

25b. Industrial Geography. A study of the chief manufacturing regions of the world and of special manufacturing industries in their geographic relations.

Prerequisites: Geography 12b, 14, and 21a or 22.

Three hours, second semester. T. Th. S., 10.

Associate Professor Jones

263b. Geography of South American Commerce.

Prequisite: Geography 243a.

One hour, second semester. Associate Professor Jones

*Listed as 341b in 1925 Catalog.

27a. General Principles of Anthropogeography. This course considers the operation of geographic factors in the economic, social and political development of peoples; the influences of location, area, relief, coastline, drainage systems, climate, and other geographic conditions, both separately and in their mutual interplay. Ellen C. Semple's *Influences of Geographical Environment* will be used as a text.

Prerequisites: 9 hours of Geography or History, and permission of the instructor.

Three hours, first semester. M. W. F., 10.

To be omitted in 1926-27. Professor Semple

History 211a. Historical Geography of the United States. (See page 112).

Three hours, first semester. M. W. F., 11.

Assistant Professor Hedges

270b. Geography of Exploration. A review of the exploration of the earth's surface from earliest authentic history to latest expeditions and the results of each extension of geographic knowledge.

Three hours, second semester.

Associate Professor Ekblaw

New course, to be offered in 1926-27.

274a. Geography of Northwest Europe. This course includes a study of the climate, relief, coast line and marginal seas of the continent as a whole, to be followed by a detailed consideration of the economic and political geography of the Western European states.

Prerequisite: 6 hours of European history.

Two hours, first semester. Tu., 3-5. Professor Semple

To be omitted in 1926-27.

275a. The Geography of the Mediterranean Region, especially in relation to Ancient History. Lectures and assigned readings. A geographical interpretation of ancient history in Mediterranean lands, embracing a study of the various geographic factors operative in the countries bordering this enclosed sea under the peculiar influences of the Mediterranean climate, at a time when the Mediterranean constituted most of the known world.

Prerequisites: 9 hours of Geography or History, and permission of instructor.

Three hours, first semester. M. W. F., 10.

Omitted in 1925-26. Professor Semple

278a. The Geography of Eastern Asia, with special reference to the economic, cultural territorial development of the Japanese Empire. A lecture course with generous reading assignments.

Prerequisite: Geography 10a or some history of the Far East.

Two hours, first semester. Tu., 3-5. Professor Semple

Omitted in 1925-26.

28b. Geography in Education. A survey of geography in the present-day American school system, including elementary school, high school, teacher-training institutions, colleges and universities; examination and comparison of present courses of study in each group of schools; problems of high school and normal school emphasized; designed to meet the needs of those expecting to teach Geography.

Prerequisites: Geography 10a and other geography courses totaling at least 18 hours.

Three hours, second semester. M. W. F., 4.

Associate Professor Ridgley

29b. Cartography and Graphics. Principles and practice of map-making, construction of diagrams, and relief drawings.

One hour, second semester. M., 5.

Professor Baker, Professor Atwood and Mr. Burnham

3. Primarily for Graduates

30. Seminar in Geography. Candidates for Master's and Doctor's degrees are directed in selection of themes for theses. Outlines of theses are here presented for criticism, followed by presentation of successive chapters as these are prepared. Professors Semple and Jones lead the discussion, which is participated in by all members of the Seminar. In the second semester round-table discussions are conducted for the graduate students

in geography, and recent publications reviewed. Students also present portions of their thesis work from time to time.

Two hours, through the year. Th., 4-6.

Professor Semple and Associate Professor Jones, first semester; The Geography Staff, second semester.

301. Journal Club.

One hour, through the year. W., 5.

33a. Soils and Plant Geography. Types of soils and their mode of formation. Soil regions in relation to climate and vegetation. Native vegetation in relation to soils and climate. Plant regions of North America and the rest of the world. Lectures, reading and field work.

Daily, at 8 a. m., October to December.

Three hours, first semester.

Dr. Marbut, Dr. Shantz and Associate Professor Ekblaw

300. Research in Regional Geography.

Professor Atwood or Associate Professor Jones

303. Research in the Geography of South America.

Associate Professor Jones

310. Research in Regional Physiography. A critical review of the source material on Physiography and of leading contributions made by those who have developed this phase of geographic investigation. Professor Atwood

320. Research in Climatology or Climates of the World. Special studies in the climates of particular regions or in comparative climatography. Professor Brooks

Physics 39. Research in Meteorology. (See page 123).

Professor Goddard and Professor Brooks

330. Research in Soils or Plant Geography.

Dr. Marbut or Dr. Shantz or Associate Professor Ekblaw

331. Soil Survey Work. One month in the summer.

Professor Baker

Mathematics 113a. Statistics. (See page 118).

Three hours, first semester. Professor Williams

ECONOMICS 32a. LAND ECONOMICS. (See page 95).
Three hours, first semester. PROFESSOR BRANDENBURG

342b. LAND UTILIZATION AND AGRICULTURAL RESOURCES. This course outlines the physical and economic conditions which determine the utilization of land for crops, pasture, and forest; describes the geographic distribution of such lands; considers the probable need for these classes of land as population increases, and the possibilities of meeting this need by irrigation, drainage, clearing, more intensive cultivation, and other means; closing with a discussion of a national land policy.

Prerequisites: Geography 14 or 21, and approved courses in Economics.

Three hours, second semester. Tu. Th. S., 11.
PROFESSOR BAKER

340. RESEARCH IN LAND UTILIZATION.
PROFESSOR BAKER

350. RESEARCH IN ECONOMIC GEOGRAPHY.
ASSOCIATE PROFESSOR JONES

37b. HISTORY OF GEOGRAPHY.
One hour, second semester. M., 3. PROFESSOR SEMPLE

370. RESEARCH IN ANTHROPOGEOGRAPHY.
PROFESSOR SEMPLE

39. RESEARCH IN GEOGRAPHY IN EDUCATION.
ASSOCIATE PROFESSOR RIDGLEY

390. FIELD GEOGRAPHY (Individual Work). For students in the field collecting information for their theses.

HOME STUDY COURSES IN GEOGRAPHY

There are many teaching Geography in the schools of this country who have not had an opportunity to receive adequate special instruction in this field of work. During the last few years there have been notable developments in the methods used in the teaching of Geography and notable changes in the political geography of the world. The human point of view should now dominate in all of the instructional work done with children;

the subject should broaden the knowledge and world sympathies of the American people, and it is necessary for all teachers of Geography who wish to be abreast of the times to carry on in some way their own study and training.

The University wishes to extend its services as widely as possible for the betterment of the teaching of Geography, and therefore, in addition to the regular resident courses and the Summer School work is offering a series of Home Study Courses. Dr. Douglas C. Ridgley is in immediate charge of this work.

COURSES

1. The Teaching of Geography in the Elementary School.
2. The Teaching of Home Geography and World as a Whole.
3. The Teaching of North America.
4. The Teaching of South America, Europe and Asia.
5. The Teaching of Geographic Factors and the United States in its World Relations.
6. Industrial and Commercial Geography.
7. Geography of North America.
8. Geography of South America.
9. Geography of Europe.
10. Geography of the Eastern Continents.
11. The Physical Geography of the Lands.
12. Weather and Climate.
13. Climates of the United States.
14. Special Studies in Geography.

CREDITS AND TUITION

Each course consists of 36 written lessons and is the equivalent of a college course taken in residence, meeting three times per week for a semester of 18 weeks. In general, the preparation and the writing of each lesson will require about four or five hours.

The tuition for each course is eighteen ($18.00) dollars, payable at the time of enrollment. A course may be begun at any time, but it should be completed within 12 months.

Further information about these courses will be sent upon the receipt of a request. Address all communications to Clark University, Home Study Department, Worcester, Mass.

The Summer School

The session of 1926 will begin July 6 and end August 13. Geography and History constitute the chief departments of in-instruction, while courses are offered also in Psychology, Economics, English, French and German.

Qualified students are admitted upon presentation of proper credentials. Both undergraduate and graduate work is offered. Work done in the Summer School may be counted, subject to the regulations of the Collegiate and the Graduate Boards and of the Faculty of the University, toward fulfillment of the requirements for the degrees of Bachelor of Arts, Bachelor of Education and graduate degrees.

The tuition charges are twenty dollars for a single course meeting five times a week and thirty-five dollars for two or more courses. Rooms in the vicinity of the University cost from three dollars a week up, and the University Dining Hall provides board at a reasonable rate.

The Summer School Bulletin, published about March 1, and containing detailed information about the coming session, with descriptions of the various courses, may be had upon application to the Director of the Summer School, Clark University, Worcester, Mass.

The names of the students who attended the Summer School in 1925 will be found incorporated in the Register, beginning on page 141 of this Catalogue, with the designation "ss."

OFFICERS OF INSTRUCTION AND ADMINISTRATION

WALLACE WALTER ATWOOD, PH.D. — Geography
President of Clark University and Director of the Graduate School of Geography.

DOUGLAS CLAY RIDGLEY, PH.D. — Geography
Director of the Summer School and Associate Professor of Geography in Education, Clark University.

CHARLES FRANKLIN BROOKS, PH.D.
Meteorology and Climatology
Associate Professor of Meteorology and Climatology, Clark University.

CLARENCE FIELDEN JONES, PH.D. Geography
Assistant Professor of Economic Geography, Clark University.

H. HARRISON RUSSELL, A.M. Geography
Assistant in Geography, Clark University.

GUY H. BURNHAM, A.M. Geography
Cartographer, Clark University.

HOMER PAYSON LITTLE, PH.D. Geology
Dean of the College and Professor of Geology, Clark University.

JAMES BLAINE HEDGES, PH.D. History
Assistant Professor of American History, Clark University.

SELDEN GALE LOWRIE, PH.D. History and Political Science
Professor of Political Science, University of Cincinnati.

ROY L. GARIS, A.M. Economics
Assistant Professor of Economics, Vanderbilt University.

JOHN FREDERICK DASHIELL, PH.D. Psychology
Professor of Psychology, University of North Carolina.

LORING HOLMES DODD, PH.D. English
Professor of Rhetoric, Clark University.

ROBERT STANLEY ILLINGWORTH, A.B. English and Dramatics
Professor of Public Speaking and Director of Dramatics, Lafayette College.

EARLE RUSSELL CLOSSON, A.B. French
Instructor in Modern Languages, Worcester Polytechnic Institute.

THEKLA E. HODGE, B.ED. German

CAREY EYSTER MELVILLE, A.B. — Registrar
Associate Professor of Mathematics and Registrar, Clark University.

FLORENCE CHANDLER — Bursar

List of Courses

GEOGRAPHY

SS11. FIELD WORK IN GEOGRAPHY. MR. ATWOOD

SS12. WEATHER. MR. BROOKS

SS15. THE GEOGRAPHY OF NEW ENGLAND. MR. JONES

SS16. GRAPHICS AND CARTOGRAPHY. MR. BURNHAM

SS17. THE TEACHING OF GEOGRAPHY IN THE ELEMENTARY SCHOOL. MR. RIDGLEY

SS19. THE TEACHING OF EUROPE AND ASIA. MR. RUSSELL

SS21. REGIONAL GEOGRAPHY. MR. ATWOOD.

SS23. CLIMATOLOGY OF NORTH AMERICA. MR. BROOKS

SS24. ECONOMIC GEOGRAPHY OF SOUTH AMERICA. MR. JONES

SS27. GEOGRAPHY IN EDUCATION FOR SPECIAL TEACHERS. MR. RIDGLEY

SS30. SEMINAR IN GEOGRAPHY.

SS31. RESEARCH IN REGIONAL GEOGRAPHY. MR. ATWOOD. For students who are prepared and ready to undertake thesis work in partial fulfillment of the requirements for a graduate degree.

SS32. RESEARCH IN CLIMATOLOGY. MR. BROOKS

SS35. RESEARCH IN ECONOMIC GEOGRAPHY. MR. JONES

FIELD TRIPS FOLLOWING SUMMER SCHOOL

Arrangements have been made for three field trips following the Summer School. Each trip will be made by motor bus with accommodations for twenty-two persons. All trips begin Saturday, August 14, at 8 A. M., and continue for two weeks, return-

ing to Worcester on Friday evening, August 27. These trips are open to any teacher or student who wishes to study geography out-of-doors, whether a member of the Summer School or not. Advanced students who desire training for thesis work should enroll for Trip No. 3. The tuition fee for each trip is $15; the cost of transportation is $50; hotel expenses, including meals is estimated at $60. Persons coming from a distance to join either trip should arrive in Worcester not later than Friday, August 13. Rooms may be obtained near the University. Reservations will be made on request.

Each trip involves special studies of the natural environment, with definite relationship to human activities.

All inquiries concerning enrollment, reading lists, and more detailed plans of the various trips should be addressed to Clark University Summer School, Worcester, Massachusetts. As soon as reservation for a trip has been made, the student will be put into communication with the instructor in charge.

Early correspondence is invited, as the registration for the two trips of last year was filled before the opening of the Summer School, with a waiting list for 1926.

Trip 1. New England Field Trip.

This trip will again be in charge of Mr. H. H. Russell of Clark University.

Trip 2. The Berkshire-Hudson-Valley Trip.

This trip will again be in charge of Associate Professor Douglas C. Ridgley of Clark University.

Trip 3. The Lake Champlain-Montreal Trip.

This trip will be in charge of Assistant Professor Clarence F. Jones of Clark University.

GEOLOGY

SS1. Introduction to General Geology. Mr. Little.

HISTORY

Note: Courses 20, 21, and 22 may be taken for graduate credit by special arrangement with the instructor.

SS17. Civics. Mr. Lowrie

SS20. History of the United States to 1865. Mr. Hedges

SS21. History of the United States Since the Civil War. Mr. Hedges

SS22. World Politics. Mr. Lowrie

ECONOMICS

SS1. Principles of Economics. Mr. Garis

SS3. Immigration. Mr. Garis

PSYCHOLOGY

SS1. Educational Psychology: Psychology of Learning. Mr. Dashiell

SS2. Mental and Educational Tests. Mr. Dashiell

ENGLISH

SS3. Modern Poetry. Mr. Dodd

SS5. Dramatics. Mr. Illingworth

SS9. Shakespeare. Mr. Illingworth

SS12. The Short Story. Mr. Dodd

SS15. Public Speaking. Mr. Illingworth

FRENCH

SS1. Elementary French. Mr. Closson

SS2. Reading of French Prose. Mr. Closson

GERMAN

SS1. Elementary German. Mrs. Hodge

SS2. Grammar Review and Reading of German Prose. Mrs. Hodge.

The Bachelor of Education Degree

The degree of Bachelor of Education is offered primarily to teachers, both men and women. A two-year Normal School course is presupposed and a year of teaching experience is a prerequisite for the degree.

Candidates for this degree may earn the necessary credit by attendance at the Summer School or by taking such courses as may be open to them at other times.

Women who are candidates for this degree will usually not find it possible to secure a full program of courses during the regular academic year.

Courses are offered during the regular academic year on Saturday mornings and on certain afternoons for the convenience of candidates for this degree who are teaching in or near Worcester. By taking advantage of these courses it is possible for a teacher to complete in three or four years the equivalent of a year of study in residence.

At the meeting of the Board of Trustees held October 26, 1923, formal action was taken authorizing the faculty to receive candidates for the degree of Bachelor of Education under the following regulations:

1. Admission Requirements. The completion of a standard two-year course in a Massachusetts State Normal School, or the reasonable equivalent of such a course.
2. Requirements for the Degree:

a. At least one year's teaching experience.
b. At least 30 semester hours of credit earned in residence at Clark University.
c. 120 semester hours of college credit, including advanced standing based upon the admission requirements.
d. Requirements in particular subjects:
   (1) Six semester hours in Psychology or Education taken after the completion of the two-year Normal School course or its equivalent.

(2) Six semester hours of Laboratory Science taken after the completion of the two-year Normal School course or its equivalent.

(3) Ten semester hours of English, which may be taken in whole or in part in the Normal School course.

(4) Ten semester hours of foreign language, which may be taken in whole or in part in the Normal School course.

(5) Twelve semester hours of Economics, Geography, Government, History, or Sociology, at least six of which must be taken after the completion of the two-year Normal School course or its equivalent.

3. Standard of Scholarship: The same standard of scholarship will be required of candidates for this degree as for the degree of Bachelor of Arts.

4. Advanced Standing:

a. Credit of 54 semester hours will normally be given for the standard two-year course in a Massachusetts State Normal School. This may be reduced in special cases.

b. Credit will be allowed for work done at other Universities, Colleges, or Normal Schools, subject to reasonable regulations.

c. Not more than 30 semester hours credit may be allowed for home-study or extension courses, the acceptance of any work of this type to be subject to the approval of the Registrar.

Inquiries regarding the degree of Bachelor of Education should be addressed to the Registrar of the University.

Departmental Announcements and List of Courses

Courses offered by the several departments are listed under three headings:

1. Primarily for Undergraduates, designated by numbers beginning with the figure (1).
2. For Graduate Students and Advanced Undergraduates, designated by numbers beginning with the figure (2).
3. Primarily for Graduate Students, designated by numbers beginning with the figure (3).

All courses listed have been given during the current academic year and will be offered in 1926-27 unless a statement to the contrary is made.

Credit for the first semester alone will be given in all courses except in cases where a Department, by a note following the description of the course, specifically reserves the right to withhold credit until the second semester of the course is satisfactorily completed.

Any course may be entered at the beginning of the second semester, with the consent of the instructor, by students who are prepared to take up the work of the course at that time.

DEPARTMENT OF ANCIENT LANGUAGES

Professor Brackett*

All courses in Greek and Latin are designed primarily for undergraduates. To any of these courses, however, properly qualified graduate students may be admitted by special permission.

For a major in Ancient Languages the requirement is twenty-four semester hours from the course described below.

*Absent on leave second semester 1925-26.

Provision is made in the courses in Greek both for students who have previously studied Greek in the high school, and for those who wish to begin the subject in college. In admitting students to the College full credit is given for one, two, or three years of high school Greek. Those who have pursued successfully the study of Greek for two or three years may enter directly into course 12. Students who purpose to study Greek in college are strongly advised to take this subject in the preparatory school for two years if possible.

Since a substantial number of students are admitted to the College who have not previously studied Latin, the department offers to such students an opportunity to take an introductory course in this subject.

COURSES IN GREEK

1. Primarily for Undergraduates

11. First Year Course. The purpose of this course is to furnish to mature students who have never studied Greek an opportunity to begin this subject in college. The course not only has in view the needs of students of language and literature, but in connection with the use of Greek in scientific nomenclature should have value for students of science as well.

Divisible only in special cases with the approval of the Department.

Open to Freshmen.

Three hours, through the year. M. W. F., 8.

Professor Brackett

12. Homer, *Iliad*; Plato, *Apology*. Somewhat more than one-half of the year is devoted to a study of the *Iliad*. The aim in this work is distinctly literary, and such selections are read as will enable the student to gain as far as possible an intelligent appreciation of the poem as a whole. In the latter part of the year Plato's *Apology of Socrates* is read, and the work centers about the life, character, and later influence of Socrates.

Open to Freshmen.

Three hours, through the year. M. W. F., 10.

Professor Brackett

13. The Greek Drama. Aeschylus, *Prometheus Bound;* Sophocles, *Oedipus Tyrannus;* Euripides, *Hippolytus.* This course is designed to give a general view of Greek tragedy. Lectures or discussions deal with the staging of a Greek play, the origin and development of the drama, and the other works of the authors read. Two or three other plays of each of these authors are read in translation and discussed in class.

Three hours, through the year.

Omitted in 1925-26, and to be omitted in 1926-27.

14. Herodotus; Lyric Poetry; Theocritus.

Three hours, through the year.

Omitted in 1925-26, and to be omitted in 1926-27.

16b. Greek Tragedy in English. This course deals with Greek tragedy as represented in the extant works of Aeschylus, Sophocles, and Euripides. All the reading is done in English translations, for the most part in verse. The central aim of the course is an intelligent and appreciative reading of the plays. Much attention is devoted to the connection between Greek and modern drama. The instructor will deal, in lectures, with the origin and development of Greek tragedy, the Greek theatre and related subjects, and Aristotle's theories concerning tragedy.

Three hours, through the year. M. W. F., 9.

Professor Brackett

Omitted in 1925-26. To be given as a semester course in the second semester in 1926-27.

COURSES IN LATIN

1. Primarily for Undergraduates

11. First Year Course. This course is designed to give men who have never studied Latin an opportunity to learn some of the essentials of the subject in college. It is conducted entirely with reference to the needs of the average student and with emphasis on the practical usefulness of an acquaintance with Latin in everyday life.

Open to Freshmen.

Divisible only in special cases with the approval of the department.

Three hours, through the year. M. W. F., 10.

Omitted in 1925-26. Professor Brackett

12. Catullus, Selections; Cicero, *de Senectute;* Horace, Selections from the Odes. The year is about equally divided between the three authors. In connection with the work in Horace and Catullus metrical translation is encouraged, and some of the more famous poems are committed to memory.

Open to Freshmen.

Three hours, through the year. Tu. Th. S., 11.

Professor Brackett

13a. Plautus, *Captivi;* Terence, *Phormio,* Ancient comedy, Greek and Latin, is discussed, and the writings of Plautus and Terence are compared.

Three hours, first semester.

Omitted in 1925-26, and to be omitted in 1926-27.

14a. Letters of Pliny; Selections from the Histories of Tacitus, and from Juvenal. These authors are read with particular attention to the information the selections contain in regard to literary and social conditions under the empire.

Three hours, first semester.

Omitted in 1925-26.

15a. Selections from Cæsar and Cicero. This course is open to students who have had Latin 11 or its equivalent. The principal aim is to increase the student's ability to read Latin.

Three hours, first semester. M. W. F., 11.

Omitted in 1925-26, and to be omitted in 1926-27.

15b. Selections from Ovid's *Metamorphoses.*

Three hours, second semester. M. W. F., 11.

Omitted in 1925-26, and to be omitted in 1926-27.

16a Lucretius, *de Rerum Natura,* Selections.

Three hours, first semester. Tu Th. S., 11.

Professor Brackett

To be omitted in 1926-27.

DEPARTMENT OF BIOLOGY

Professor Cole, Mr. Potter

The courses in Biology are designed to meet the needs of four general classes of students. Courses 11, 14, 20, 23, 30 and 31 are offered every year; the other courses alternate yearly.

The first class of students consists of those who desire to take Biology as a *minor* to supplement other courses or as a general cultural subject. Such students will take Biology 11, followed by any of the other courses open to them.

The second class includes those who wish to prepare themselves to study Medicine or Sanitary Science. These students should *major* either in Biology or Chemistry. A *major* in Biology requires twenty-four semester hours, which, for premedical students, should include courses 11, 13, 15 and 16. The subjects pursued will then be General Biology, Vertebrate Anatomy, Embryology and Histology. Students preparing to take up the study of Sanitation should add to the premedical subjects course 18, and if possible, course 20 also.

The third class comprises those who intend to make Biology their profession; who wish to prepare themselves to teach the subject and to become skilled investigators. Such students should *major* in Biology, and should confer with the instructors in the department before planning their programs. Supplementary *minor* courses shall be taken in Chemistry, Physics, Geology and Psychology, with at least two-thirds of them in Chemistry and Physics.

The fourth class consists of graduate students who desire to pursue research work in Biology with the possibility of satisfying the requirements for the degree of Master of Arts. For such students correlative courses in Chemistry, Physics, Geology and Mathematics are required, the number and extent to be determined upon consultation with the head of the Biology department. Opportunity is afforded for instruction, supervised experimental work and for independent investigation. The laboratories are equipped with the usual apparatus and materials needed in biological study, and any additional equipment required for special purposes will be provided whenever possible. Conditions are favorable for consultation of biological literature, since

the library has complete files of the more important journals in Zoology, Physiology and Biological Chemistry, as well as a large collection of books in these and other branches of Biology.

Graduate scholarships are available for students in this department.

COURSES IN BIOLOGY

1. Primarily for Undergraduates

11. General Biology. This course is designed to acquaint the student with the elementary forms, forces and laws of living matter. In addition to class-room work, illustrative types are observed in the laboratory, and simple experiments are performed. The first semester deals with plant biology, furnishing the student with a general knowledge of plant life, with emphasis placed upon those plants which illustrate best the laws of life, and the agencies at work which have produced the present varied flora. The second semester considers animal biology with emphasis placed upon the morphological and physiological features of animals in comparison and contrast with those of plants. The subjects of behavior, genetics and evolution are treated during the latter part of the semester. This course is prerequisite to all other courses in Biology. Three lectures and one laboratory period per week. Due to limited accommodations, the number of students accepted for this course is restricted.

Open to Freshmen.

Three hours, through the year. M. W. F., 10; W. or F., 2.

Professor Cole, Mr. Potter

13a. Comparative Anatomy of Vertebrates. A comparative study of the structure and development of vertebrate animals. This course is designed to meet the needs of prospective students of Medicine, and those who intend to *major* in Biology. Prerequisite is Biology 11. Two lectures and two laboratory periods per week.

Three hours, first semester. W. F., 9; M. 2; and additional period. Mr. Potter

To be offered in 1926-27 and alternate years.

14. Botany. This course deals with a more detailed study of plant life and serves as a continuation course after Biology

11. Emphasis is placed upon those groups of plants which are of evolutionary significance. In addition this study will be augmented in the spring by field work to acquaint the student with the local flora. Prerequisite Biology 11. Three lectures and one laboratory period per week.

Three hours, through the year. T. Th. S., 9; Th. 2.

MR. POTTER

15a. EMBRYOLOGY. The origin of the germ cells and of the individual; the development of the individual from the egg to the adult, with consideration of the problems of differentiation. The laboratory work includes an introduction to embryological technique and the dissection of the early stages of representative vertebrates. Prerequisite is Biology 11, with Biology 13 recommended. Two lectures and two laboratory periods per week.

Three hours, first semester. W. F., 2; M. Tu., 2 and additional period. MR. POTTER

Given in 1925-26, and alternate years.

16b. HISTOLOGY. A study of the cellular structure of organisms, including an introduction to histological technique. Prerequisite is Biology 11, with Biology 13 recommended. Two lectures and two laboratory periods per week.

Three hours, second semester. W. F., 9; M. Tu., 2 and additional period. MR. POTTER

To be offered in 1926-27, and alternate years.

18b. BACTERIOLOGY. An introduction to the principles of bacterial physiology, and to general bacteriological technique. Prerequisite is Biology 11. Two lectures and two laboratory periods per week.

*Three hours, s*econd semester. W. F., 12; Tu., 2, and additional period. MR. POTTER

Given in 1925-26, and alternate years.

2. FOR GRADUATE STUDENTS AND ADVANCED UNDERGRADUATES.

20. (Numbered 12 in 1925-26). GENERAL PHYSIOLOGY. An introduction to the study of the fundamental properties of living matter; its composition, organization and behavior. Emphasis is placed upon the laboratory work involving experiments with

living organisms and the interpretation of results. Prerequisites are Biology 11, Chemistry 11 and Physics 11. Chemistry 15 is also desirable. Two lectures and two laboratory periods per week.

Three hours, through the year. Tu. Th., 11; Th., 2, and additional period. PROFESSOR COLE

Omitted in 1925-26.

21a. (Numbered 20a in 1925-26) INVERTEBRATE ZOOLOGY. A detailed study of the structure, life-histories and behavior of representative invertebrate animals. Emphasis is placed upon the laboratory work. Prerequisites are Biology 11, 13 or 15, and 16. Two lectures and two laboratory periods per week.

Three hours, first semester. Hours to be arranged.

Given in 1925-26 and alternate years. PROFESSOR COLE

22a. (Numbered 21a in 1925-26). GENETICS. The principles of variation, selection, and heredity; the physical bases of heredity; Mendelian and non-Mendelian inheritance and the application of their laws to breeding and eugenics are the topics considered in this course. Illustrative laboratory experiments are performed. Prerequisites are Biology 11, 15, 13 or 16 and Mathematics 11 or 18. Two seminars and two laboratory periods per week.

Three hours, first semester. Hours to be arranged.

PROFESSOR COLE

To be offered in 1926-27 and alternate years.

23. (Numbered 22 in 1925-26). SPECIAL PROBLEMS. Student who wish to pursue any of the subjects described above in more detail, or any other approved biological subject will be assigned laboratory and library work, planned in accordance with the preparation and abilities of the individual students. Reports will be made twice weekly. Prerequisites are at least six semesters of Biology courses in which a rank in the upper half of the respective courses was maintained.

Hours and credits to be arranged.

PROFESSOR COLE; MR. POTTER

3. PRIMARILY FOR GRADUATE STUDENTS

30. RESEARCH. Original investigation of approved subjects, with conferences and reports, in the fields of General Biology,

or General Physiology. Prerequisites are at least six semesters of Biology, Chemistry 11, Physics 11 or 112 and Mathematics 11 or 18, or their equivalents.

Hours and credits to be arranged. PROFESSOR COLE

31. RESEARCH. A course similar to 30 in the fields of Plant Morphology, Physiology or Evolution.

MR. POTTER

DEPARTMENT OF CHEMISTRY

PROFESSOR MERIGOLD, PROFESSOR WARREN

The instruction offered in Chemistry falls into two main groups:

First, courses intended primarily for undergraduates. These are designed for those students who wish to acquire the necessary foundation for professional work in Chemistry, for pre-medical students, and for those desiring some knowledge of the subject as part of their general education.

Second, courses intended primarily for graduates. These courses offer advanced instruction to students possessing the requisite foundation in Chemistry, Physics, and Mathematics, and afford training in the methods of chemical research.

UNDERGRADUATE WORK

Students who expect to make Chemistry a profession should *major* in Chemistry and should either take a *minor* in Physics or at least two years' work in that subject.

Students intending to study Medicine should take as much work in Chemistry as possible. Courses 11, 13, 15 and 110 are essential. Courses 14, 18, and 216 should be included, if possible. In fact, the subject of Physical Chemistry, course 18, is even now required for admission to some of the medical schools and is almost equally essential with the courses before mentioned. Attention is called to the statement regarding pre-medical courses under the announcement of the Department of Biology.

The attention of all students intending to enter undergraduate courses in Chemistry is called to the matter of the laboratory fees and breakage deposits on page 27.

Graduate Work

It is the purpose of the Department of Chemistry to provide the graduate student with that broad training in the fundamental principles of Chemistry which shall adequately equip him for a subsequent scientific career. A considerable number of the students entering this department for graduate work will naturally look forward to an academic career. It is not intended, however, to provide training for such men alone, for the equipment for technical research, whether for public or private interests, requires equally a thorough familiarity with the underlying principles of science and with the methods of experimental investigation. Whether a student shall devote himself to pure or to technical research is a matter of individual interest and inclination rather than of training. The purpose of the department is to provide the training on lines sufficiently broad to enable the student to exercise a choice between technical and purely scientific work.

Advanced Degrees and Research

The requirements for advanced degrees cannot be met by the mere pursuit of a course of studies nor by the mere execution of a research. For this reason no definite course of graduate studies is outlined, but the student is expected to carry such courses as will enable him to acquire a comprehensive knowledge of the subject of Chemistry during the course of his residence at the University. Students who are not fully prepared for graduate work will be required to make up any deficiencies either before undertaking graduate work or while at the same time taking a limited amount of graduate work. In such cases it is to be expected that the time necessary to obtain an advanced degree will be correspondingly extended.

All students registered for advanced degrees are expected to devote not less than thirty hours per week to laboratory work. In the case of a student working for a Master's degree a portion of his time may be devoted to special laboratory work in organic, inorganic, and physical Chemistry.

Graduate scholarships are available for students in this department.

COURSES IN CHEMISTRY

1. Primarily for Undergraduates

11. General Chemistry. Chiefly inorganic. Systematic study of the elements and their principal compounds, and the fundamental laws and theories of Chemistry. Three lectures, and three hours of laboratory work per week.

Open to Freshmen.

Three hours, through the year. M. W. F., 11; M. or W. or Th., 2. Professor Merigold

13. Qualitative Analysis. Basic and acid. Chiefly laboratory work, nine hours per week. Occasional lectures and recitations upon the theories involved. Open only to students who have taken course 11 or its equivalent.

Three hours, through the year. Tu. F., 2.

Professor Warren

14. Quantitative Analysis. Chiefly laboratory work, with occasional lectures, recitations, and problems. A carefully selected series of quantitative determinations, designed to give the student as wide a range as possible of typical methods of quantitative manipulation, both gravimetric and volumetric. Six hours of laboratory work, and one lecture per week. Open only to those who take or have taken course 13.

Three hours, through the year. Tu. Th., 3.

Professor Merigold

15. Organic Chemistry. Systematic study of the compounds of carbon and their applications to the arts. Three lectures per week. Open to all who have taken course 11 or its equivalent.

Three hours, through the year. Tu. Th. S., 9.

Professor Warren

18. Physical Chemistry. Two lectures and three hours of laboratory a week, introducing the student to the principal chapters of modern chemical theory. To be admitted to this course, students must have passed Chemistry 11 and 14 and Physics 11. A knowledge of organic chemistry and calculus is desirable.

Three hours, through the year. W. F., 9; F., 2.

Professor Merigold

110. Organic Synthesis and Analysis. Laboratory work, consisting of the preparation of typical organic compounds, qualitative testing for the ordinary elements and organic groups, the quantitative determination of carbon, hydrogen, nitrogen, and the halogens. Course 110 should be taken, if possible, in connection with course 15. The work of this course requires nine hours of laboratory work per week. Open only to students who take or have taken courses 13, 14 and 15.

Three hours, through the year. M. Th., 2.

Professor Warren

2. For Graduate Students and Advanced Undergraduates

212b. History of Chemistry. This course is intended to cover the historical development of the science. An attempt is made to give the student some knowledge of the individuality of the men whose work has resulted in the growth and development of modern Chemistry. Attention will be given also to the relation of Chemistry to other sciences at various periods of development. Lectures, collateral reading, reports and thesis.

Open to graduate students and seniors who take or have taken Chemistry 11 and 15 or equivalent courses.

Three hours, second semester. Tu. Th., 11.

Professor Merigold

214. Advanced Quantitative Analysis (including Gas Analysis). Open only to students who have taken course 14. This course is primarily intended for those who expect to specialize in Chemistry, and may also be taken with advantage by those who intend to study Medicine. The laboratory work will be varied, if desired to meet the needs of individual students. Occasional lectures treat the subject systematically from both practical and theoretical standpoints. Laboratory work, nine hours per week.

Three hours, through the year. Tu. Th., 2.

Professor Merigold

215. Advanced Organic Synthesis. In this laboratory course, newer methods of preparation are studied, and an original investigation is initiated.

Three hours, through the year. M. Th. 2.

Professor Warren

216. Journal Reading. Practice in the use of current chemical literature. Assignment of journals for report and discussion.

Two hours, through the year. Tu. F., 4. Professor Warren

217b. Glass Blowing. Mainly laboratory practice in the manipulation of glass for general chemical purposes.

One hour, second semester. Professor Merigold

3. Primarily for Graduate Students

31. Advanced Inorganic Chemistry. Discussion of special features of inorganic and analytical chemistry, theoretical and practical. Sources of error, limits of accuracy, preparation of pure inorganic materials and exact methods of analysis required in fields of research necessitating precise analysis. Principles of electro chemistry.

Twice a week, through the year, with laboratory work.

Not given in 1925-26. Professor Merigold

32. Advanced Theoretical Chemistry. Discussion of the principles underlying the transformation of matter and of the conditions for equilibrium in various systems. Applications of the Phase Rule and the determination of the free energy of chemical reactions.

Twice a week, through the year. M. Tu., 9.

Professor Merigold

33. Advanced Organic Chemistry. Conferences are held at which the fundamental conceptions and problems of organic chemistry are dealt with in a systematic manner. Current literature, applicable to the subjects under discussion, is reviewed.

Twice a week, through the year. M. F., 11.

Professor Warren

35b. SEMINAR. Staff and graduate students. Reports on research work being carried on in the laboratory and report and discussion of recently published work in related fields.

Once a week, second semester. W., 5.

STAFF OF THE DEPARTMENT

DEPARTMENT OF ECONOMICS AND SOCIOLOGY

PROFESSOR BRANDENBURG, MR. MAXWELL, MR. WATTS

The attention of students looking forward to a business or professional career is especially directed to the courses in Economics. These courses are intended to give the student an understanding of the economic structure of society and of its functioning, and also to train him in the critical analysis of economic problems. They aim primarily to prepare the student for the place of enlightened leadership which the community rightfully expects the college-bred man to assume, and to fit him for grappling with the broader problems that confront the business man. The department recognizes, too, the demand for the development of courses stressing the application of economic principles to business technique with the objective of fitting liberally trained men for capable functioning in the business world; expansion in this direction has already begun and will continue in the immediate future as rapidly as facilities permit.

The courses in Sociology give training for citizenship with rather less direct bearing upon business. These courses attempt to give some understanding of the complex forces and principles underlying the human relationships which grow out of our intricate social organization. Only as these forces and principles are better understood can we expect constructive suggestions and intelligent guidance for future social growth.

Economics and Sociology are most happily associated, whether as *major* or *minor* subjects, with work in the departments of History and International Relations, Geography and Geology in their more economic aspects, Psychology, and English. Other combinations are not undesirable. For example, one equipping himself for industrial Chemistry might well choose Economics

for his *minor* subject; or, one whose *major* interest lies in the social sciences, particularly in the fields of research into statistical and business problems, will find courses in Mathematics highly desirable.

Economics 11 is a prerequisite to all other courses in the department, with the possible exception of Economics 14a and 14b, and, under unusual circumstances, of Sociology 11. Sociology 11 is a prerequisite to further work in Sociology. Undergraduates majoring or minoring in either branch of the department are urged to take Economics 11 in their Sophomore year and Sociology 11 in their Junior year; only under unusual circumstances should they postpone these introductory courses.

A sufficient range of courses will be offered in cycles of two or three years so that graduate students may be adequately prepared for candidacy for the doctorate in this department. The classification of courses as undergraduate, intermediate, and graduate is necessarily an elastic one. Graduate students electing courses in the intermediate category will be required to do additional reading; undergraduate students in courses of the second group will be expected to do work of substantially graduate caliber.

The attention of students in Economics and Sociology is directed also to closely allied courses offered in the Departments of Geography, Geology, History and International Relations, Mathematics and Psychology.

Department of Geography:

14a. Economic Geography. (Agricultural).
15b. Economic Geography. (Industrial).
25b. Industrial Geography.
241b. Agricultural Geography of North America.
243a. Economic Geography of South America.
263b. Geography of South American Commerce.
342b. Land Utilization in the United States.
278a. Geography of Eastern Asia.

Department of Geology

122b. Economic Geology.

Department of History and International Relations:

27. Latin America.

Department of Mathematics:

113. Mathametical Theory of Statistics.

Department of Psychology

202 Social Psychology.

COURSES IN ECONOMICS

1. Primarily for Undergraduates

11. Principles of Economics. An introduction to the fundamental economic principles, together with a study of the practical application of these principles in the problems of American life.

Divisible only in special cases with the approval of the Department.

Three hours, through the year. M. W. F., 10.

Professor Brandenburg

12. Labor Problems. A study of labor organizations; the aspects of labor questions as reflected in labor legislation; the labor of women and children or other special classes; minimum wage, social insurance; employers' associations, the selection and training of workers, labor turn-over, welfare work, shop committees, profit-sharing and similar questions.

Three hours, through the year. Professor Brandenburg

To be omitted in 1926-27.

13. Money, Banking and the Business Cycle. The principles of money and banking, with special reference to their functions in the present economic organization of society. History of money and banking in the United States and Western Europe. The Federal Reserve system will be considered in some detail. Foreign exchange, organized speculation in its relation to the money market, and the business cycle are included in the subject matter of the course. Prerequisite, Economics 11. Graduate students registering in this course may receive credit by doing additional work.

Divisible only in special cases with the approval of the Department.

Three hours, through the year. M. W. F., 10.

Mr. Maxwell

14a. Economic History of the United States. The economic progress of the United States from the Colonial period to the present. Such topics as the following will be discussed: economic life in the colonies; the development of agriculture and manufactures; changes in the forms of transportation; domestic and foreign commerce; tariff policy; banking, currency and public finance; problems of industrial combination. This course may, with the consent of the instructor, be elected concurrently with Economics 11.

Three hours, second semester. M. W. F., 9.

Mr. Maxwell

14b. Economic History of Western Europe. The development of European industry and commerce since the Industrial Revolution. This course may advantageously be taken as an introduction to Economics 14b; it may, with the consent of the instructor, be elected concurrently with Economics 11.

Three hours, first semester. M. W. F., 9.

Omitted in 1925-26.

15a. Public Finance. A study of the principles of public expenditures, revenues and debts, with particular reference to American conditions. Prerequisite, Economics 11. Graduate students registering in this course may receive credit by doing additional work.

Three hours, first semester. Tu. Th. S., 9.

Mr. Watts

16b. Statistics. Methods of collecting, utilizing and presenting statistical data, with special reference to economic statistics. Text-book, lectures and problem work.

Three hours, second semester. M. W. F., 9.

Mr. Maxwell

17b. International Trade and International Finance. The theory of international trade and its application to questions of commercial policy. Arguments for and against protective duties and the influence of the tariff on certain important American industries.

Three hours, second semester. Tu. Th. S., 9. Mr. Watts

2. For Graduate Students and Advanced Undergraduates

28b. Corporation Finance. The organization of a corporation; the problem of capitalization; the financial plan; corporate securities; the management of corporate income; receivership and reorganization.

Three hours, second semester.

Omitted in 1925-26.

210b. Economic and Social Reform. The historical and economic background of reform movements; socialism as a criticism of the system of the classical economists and of existing institutions, as a theory of social progress, and as a program of social reform; other plans and projects for economic reconstruction.

Three hours, second semester. M. W. F., 11.

Omitted in 1925-26.

3. Primarily for Graduate Students

31. International Economic Policies. National tariff policies or other commercial restrictions with the international problems arising therefrom; national, private or public establishments for the promotion of foreign trade; banking and credit facilities as factors in foreign trade; commercial treaties; navigation laws and general maritime policies of important commercial nations.

Two hours, through the year. M., 7-9 P.M.

Professor Brandenburg

32a. Land Economics. A study of those social and economic relationships arising out of man's dependence on land as a factor in the production of economic goods.

Three hours, first semester.

Omitted in 1925-26.

38a. History of Economic Thought to the end of the 18th Century. Study will be made of those periods important in the history of economic thought, starting with Greek antiquity. Somewhat less attention will be given to Roman antiquity and to the Middle Ages. In the modern period the contributions of

the Mercantilists, the Physiocrats and Adam Smith, will be estimated.

Three hours, first semester. M. Th., 4-5:30.

To be omitted in 1926-27. MR. MAXWELL.

38b. MODERN ECONOMIC THOUGHT. The rise and development of modern schools of economic thought will be traced, starting with the English Classical School and proceeding to examine the German Historical School, the Austrian School, the Mathematical School. Some attempt will be made to treat recent developments. Attention will be given rather to the history of thought than to analytic criticism of specific doctrines.

Three hours, second semester. M. Th., 4-5:30.

To be omitted in 1926-27 MR. MAXWELL.

39. VALUE AND DISTRIBUTION. An advanced course in economic theory, involving a critical reading of Smith, Ricardo, J. S. Mill, and representative modern economists. Intended to trace the progress of economic thought since the early part of the nineteenth century and to train the student in critical consideration of economic principles. The course is conducted mainly by discussion, in which the students are expected to take an active part.

Divisible only in special cases with the approval of the Department.

Three hours, through the year. (Hours to be arranged).

Omitted in 1925-26.

311. SEMINAR IN ECONOMICS AND SOCIOLOGY. Round-table meetings are held fortnightly in the evening for presentation of the results of investigation by members of the Seminar. As occasion offers, other persons are invited to address the Seminar on matters of general interest.

All graduate students in the department are expected to attend. Seniors *majoring* in Economics and Sociology are urged to do so.

THE STAFF OF THE DEPARTMENT

COURSES IN SOCIOLOGY

1. PRIMARILY FOR UNDERGRADUATES

11. PRINCIPLES OF SOCIOLOGY. Origin of human society; factors which have affected progress and determined present so-

cial structure; forces, principles, and processes now operative in society; a summary view of insistent social problems; the possibility of intelligent guidance of future development.

Prerequisite, Economics 11 or Junior standing.

Three hours, through the year. Tu. Th. S., 10. Mr. Watts

2. For Graduate Students and Advanced Undergraduates

22. Social Pathology. An examination of the causes and nature of poverty, defectiveness, and crime; the problems associated with, or arising out of, the presence of these conditions in society; methods advocated and used for their prevention and amelioration of these conditions.

Prerequisite, Sociology 11.

Three hours, through the year. Tu. Th. S., 11. Mr. Watts

See also Economics 12, Labor Problems; Economics 210b, Economic and Social Reform.

3. Primarily for Graduate Students

31. Sociology Seminar. A first-hand study of private and public institutions of Worcester City and County devoted to welfare, charitable, or correctional work; studies of local population growth and racial composition; social relations between the urban community and adjacent rural regions. The exact content of this course is determined from year to year by the *major* interests, preparation, and experience of the students registering.

One to three hours, through the year.

See also Seminar in Economics and Sociology, page 96.

DEPARTMENT OF EDUCATION AND SCHOOL HYGIENE

Professor Burnham*

The Departmental Library

The library of the department has a large collection of educational literature, being especially rich in German and French literature. Many of the more common educational books are accessible in the Worcester Public Library and have not been duplicated by the University. The large collection of text-books

*Professor emeritus, beginning September 1926.

in the library of the American Antiquarian Society and its valuable historical material are also accessible to the University students.

The collection of educational periodicals includes a large number of the best foreign journals—English, French, German, etc.

COURSES IN EDUCATION AND SCHOOL HYGIENE

The courses listed below have been given during the academic year 1925-26; but will hereafter be discontinued. The Department will be merged with the Department of Psychology.

2. For Graduate Students and Advanced Undergraduates

23. Principles of Education. This course treats certain fundamental educational principles and involves an historical study of several important chapters in Education. Such topics as the following will be included. Educational ideals. The interrelation of educational aims. The dominant aim at different stages of development. The correlation of educational forces. The family and education. The church and education. State aid and control. The scientific method in education. Antithetic educational principles. The history of nature vs. convention in education. Individualism vs. collectivism. The manifestation and influence of these educational ideals as illustrated in England, France, and Germany before the war and tested by the war. The present opportunity in education and the problems of educational reform and reconstruction.

One hour (or *two hours,* with prescribed reading), through the year. S., 10. Professor Burnham

To be omitted after 1925-26.

See also Psychology 13, Educational Psychology, page 128.

3. Primarily for Graduate Students

36. Hygiene of the School Child. This course has been given in alternate years with the course on the Hygiene of Instruction. Some of the more important chapters in modern school hygiene will be considered, including such topics as: The conditions that determine growth and development, physiological age, the physical and mental differences between children and adults, the general principles of somatic and mental hygiene, the hygiene of the senses, modern studies of defects of sight and

hearing, school diseases, the hygiene of the voice, the mouth, the teeth, the nose. Tests of ability to work and of physical condition. Medical inspection. Conditions of efficient brain activity. The development of habits of healthful mental activity. The hygienic aspects of recent psychological studies.

Lectures *one hour per week,* through the year. Tu. 10.
To be omitted after 1925-26. PROFESSOR BURNHAM

39. SEMINAR. The work is determined largely by the needs of the students who take this course. It is expected that each member of the seminar will elect some subject for special investigation, either in the field of Education or School Hygiene. A coöperative method is used so that each student may profit by the work of all of the others. Opportunity will be given, to a limited degree, for research in the principles and methods of instruction in Geography. See page 68.

One and a half or two hours per week, through the year. Th., 3. PROFESSOR BURNHAM
To be omitted after 1925-26.

ADDITIONAL COURSES IN EDUCATION

The following courses in EDUCATION have also been offered by other members of the faculty.

1. PRIMARILY FOR UNDERGRADUATES

EDUCATION 1b. SECONDARY EDUCATION. This course is an introduction to the subject of Education for its cultural interest to all students and as a preparation for prospective teachers. It aims to develop professional ideals, to give knowledge of sound principles and methods, and to acquaint the student with the best educational literature.

Such topics as the following will be considered: The development of our present institutions; aims of the secondary school; the junior high school movement; the psychology of learning; measuring the results of teaching; the high school pupil; class room management; methods of teaching, etc.

Three hours, second semester. T. Th. S., 9.
ASSISTANT PROFESSOR SMITH

About 1/3 of above course to methods of teaching - cut of
R.R. Smith 8/8/30

Education 10. The Teaching of Mathematics in Secondary Schools. This is a professional course for prospective teachers of Mathematics. It deals with the modern trend of teaching in this subject and with specific methods. Open to Juniors, Seniors and graduate students.

Three hours, one semester Assistant Professor Smith

To be offered in 1926-27.

2. For Graduate Students and Advanced Undergraduates

Geography 28b. Geography in Education. See page 66.

Three hours, second semester. M. W. F., 4.

Associate Professor Ridgley

DEPARTMENT OF ENGLISH

Professor Ames,* Professor Dodd, Mr. Baker

Prescribed work in English consists of English 11, required of all Freshmen, and six semester hours in English literature, or English 14 and 3 semester hours of English literature, required of all students, to be completed by the end of the junior year. English 14 is required of all Sophomores who have not attained high standing in English 11. A *major* in English consists of twenty-four semester hours, including English 11; a *minor,* of eighteen semester hours, including English 11.

The Prentiss Cheney Hoyt Prize in Poetry

A prize of fifteen dollars is awarded annually by the Department for the best undergraduate verse. This is the interest on a fund established by the alumni as a memorial to Prentiss Cheney Hoyt, professor of English at Clark University from 1909 to 1920.

COURSES IN ENGLISH

1. Primarily for Undergraduates

11. English Composition. The course aims through constant practice in composition and the reading of literature to give the student greater facility in written expression.

Required of Freshmen.

Three hours, through the year. Tu. Th. S., 8 or 9 or 11.

Professor Dodd and Mr. Baker

*Absent on leave first semester 1925-26.

13a. Shakespeare. A general survey of Shakespeare's works, including the reading and class discussion of twenty plays.

Three hours, first semester. Tu. Th. S., 11. Mr. Baker

14b. English Composition. A course in expository writing, required of all Sophomores not exempted by high standing in English 11.

Three hours, second semester. T. Th. S., 10 or 11.

Mr. Baker

To be given in the first semester in 1926-27 and thereafter.

16a. English Composition. Weekly themes in exposition, the editorial, the informal essay and narrative. Open to students who have completed English 11.

Three hours, first semester. M. W. F., 11. Mr. Baker

18b. The Bible. This course aims to stimulate an intelligent appreciation of the Bible as literature. It consists of an interpretation chiefly of the Old Testament, its history and epic, poetry and oratory, philosophy and prophecy.

Three hours, second semester. Tu. Th. S., 11.

Professor Ames

19b. English Literature of the Eighteenth Century. Readings from Addison, Steele, Defoe, Swift, Pope, Fielding, Sterne, Johnson, Boswell, Chesterfield, Walpole, Goldsmith, Burke, Burns.

Three hours, second semester. Tu. Th. S., 11.

Omitted in 1925-26.

110b. Nineteenth Century Poetry. A brief study of the works of Tennyson and Browning, with collateral reading in other poets of the nineteenth century.

Three hours, first semester. M. W. F., 10.

Professor Ames

111. American Literature. Readings in American Literature, from the Colonial period to the present day. The course may be elected for the year or for the first semester only.

Open to Freshmen.

Three hours, through the year. Tu. Th. S., 12.

Professor Ames and Mr. Baker

112b. Nineteenth Century Essay. Among the essayists read are Lamb, De Quincey, Macaulay, Carlyle, Emerson, Thoreau, Mill, Ruskin, Arnold, Newman, Pater, Huxley, John Fiske. Opportunity is given for appropriate collateral reading in fiction and poetry and in essayists of the present day. The course may be elected for the year or for the first semester only.

Three hours, second semester. M. W. F., 11.

Professor Ames

113b. Modern Drama in English. A study of contemporary English and Continental dramatists.

Open to Freshmen with the approval of the instructor.

Three hours, second semester. Tu. Th. S., 10.

Professor Dodd

114a. (Numbered 123a in March 1925 catalog) Elizabethan Drama. A study of the plays written by Shakespeare's distinguished contemporaries.

Three hours, first semester. M. W. F., 9. Professor Dodd

Omitted in 1925-26.

121a. Biography and Letters. A study of the biography, autobiography and correspondence of distinguished authors, together with painters and sculptors, from the eighteenth century to the present day.

Three hours, first semester. Tu. Th. S., 10.

Omitted in 1925-26.

122a. Modern Poetry. A study, in representative contemporary poets, of the new tendencies in verse. For those wishing it, opportunity is afforded for original verse composition.

Open to Freshman with the approval of the instructor.

Three hours, first semester. M. W. F., 9. Professor Dodd

123b. The Victorian Novel.

Open to Freshman with the approval of the instructor.

Three hours, second semester. M. W. F., 9.

Omitted in 1925-26.

124a. American Drama. A study of the American drama from colonial times to the present day.

Open to Freshman with the approval of the instructor.

Three hours, first semester. Tu. Th. S., 10.

Professor Dodd

125b. The Short Story. A study of representative short stories in English and American literature.

Open to Freshman with the approval of the instructor.

Three hours, second semester,. M. W. F., 9.

Not to be offered in 1926-27. Professor Dodd

DEPARTMENT OF GEOGRAPHY

A complete statement of the aims and the scope of the courses in Geography and the related subjects, Physiography, Meteorology and Climatology, will be found in the announcement of the Graduate School of Geography, on pages 57 to 70.

DEPARTMENT OF GEOLOGY

PROFESSOR LITTLE

1. Primarily for Undergraduates

12. General Geology. First semester. A study of the rocks which compose the earth's surface, the physical processes which act on them and an interpretation of the land forms which result from this modification. The structure of the earth is also studied and the practical applications indicated. Except that the study of weather and climate are omitted, this course may be taken as an introductory course in Physiography.

Second semester. The geological history of the earth including the geography of the past and the evolution of life as interpreted through the study of rocks and fossils.

Three recitations and one laboratory period weekly. Occasional local field trips are taken. Attendance on one out-of-town field trip lasting one or two days may be required.

Divisible only in special cases with the approval of the Department.

Three hours, through the year. M. W. F., 8; F., 2.

Professor Little

121a. Crystallography, Mineralogy, and Blowpipe Analysis. A study of the geometrical forms assumed by minerals which are of assistance in their identification, a discussion of the

physical properties of minerals which allow of their recognition, and the performance of simple chemical reactions, largely with dry reagents, which may supplement the preceding tests. Two class meetings and one laboratory period weekly.

Three hours, first semester. PROFESSOR LITTLE

Omitted in 1925-26.

122b. ECONOMIC GEOLOGY. A study of the origin of the deposits of useful minerals and a discussion of the world's more important occurrences. Special attention is given to the distribution and control among the various countries of nonmetallic deposits such as coal, petroleum, and phosphates; and deposits of metals such as iron, copper and gold. Elementary Chemistry and Geology are desirable. Two class meetings and one laboratory period weekly.

Three hours, second semester. PROFESSOR LITTLE

Omitted in 1925-26.

DEPARTMENT OF GERMAN

PROFESSOR RANDOLPH, MR. ALECK

The Department of German offers at present a three-year sequence of courses, in addition to Scientific German.

German 11 offers to those who have not previously studied German an opportunity to begin that language in college. German 12 provides a means of meeting the requirement of a course of second year college grade in foreign language (see page 44). German 15 should be taken by those who plan to offer German in fulfillment of the requirement of three years' credit in some one foreign language.

COURSES IN GERMAN

1. PRIMARILY FOR UNDERGRADUATES

11. ELEMENTARY GERMAN. Drill in pronunciation and grammar; composition; reading of easy prose.

Divisible only in special cases with the approval of the Department.

Open to Freshmen.

Three hours, through the year. Tu. Th. S., 9 and 12.

PROFESSOR RANDOLPH AND MR. ALECK

12. Second Year German. Review of grammar, with composition; the reading of several easy pieces of modern prose. The course is a continuation of German 11.

Open to Freshmen.

Three hours, through the year. T. Th. S., 12.

Professor Randolph

14. Introduction to the Classic Authors. Lessing, *Minna von Barnheim, Emilia Galotti;* Schiller, *Wilhelm Tell, Maria Stuart.* Lectures, discussions and collateral reading dealing with the lives, writings and influence of the authors studied.

German 12 or its equivalent is a prerequisite for this course.

Open to Freshmen.

Three hours, through the year. T. Th. S., 11.

Professor Randolph

16b. Scientific German. Lassar-Cohn, *Die Chemie im täglichen Leben,* and Greenfield's *Technical and Scientific German* are employed as texts. The course is designed especially for men *majoring* in science, but the subject matter includes much of interest to the casual student. Prerequisite, German 12 or its equivalent.

Open to Freshmen.

Three hours, second semester. Tu. Th. S., 11.

Omitted in 1925-26.

18. Advanced Reading and Conversation. The course takes up through the medium of suitable German texts a variety of topics designed to acquaint the student with essential facts about Germany and the German people. About a third of each recitation hour is devoted to conversation in German. Open to students who have had at least three years of work in the language.

Three hours, through the year.

Omitted in 1925-26, and not to be offered in 1926-27.

DEPARTMENT OF HISTORY AND INTERNATIONAL RELATIONS

PROFESSOR BLAKESLEE, PROFESSOR DENNIS*

ASSISTANT PROFESSOR LANGER, ASSISTANT PROFESSOR HEDGES

Undergraduate Work

The aim of the department in its undergraduate work is to give in its several courses a broad knowledge of the more significant aspects of the growth of the leading countries of the world. This includes the study not only of the important facts, but more especially of the processes of development in government, diplomacy, society, business, religion, science, and education. The courses are not limited to a consideration of Europe and the United States, but include the progress and present-day conditions of the leading countries of South America, Asia, and Africa. While the work is designed primarily to give a cultural knowledge of general world affairs, many of the courses are of especial value to those who are preparing to teach, or to enter the field of law, theology, social service, or government.

Courses 11 and 12b, primarily for Freshmen, are open to members of all classes; courses 15, 16, and 17 are open to Sophomores, Juniors and Seniors, although History 11 or its equivalent will normally be required as a prerequisite for courses 15 and 16.

Graduate Work

The distinctive feature of the graduate work is the emphasis it places upon the various aspects of International Relations. Without neglecting investigation in the economic, political, and social life of preceding centuries, it makes an especial study of the problems and the difficulties constantly arising in the international relations and diplomacy of the family of states. The field includes not only the United States and the nations of Europe, but also the newer and rapidly developing states of Asia, Latin America, and Africa. Especial attention is also given to the history of the United States.

FELLOWSHIPS IN HISTORY AND INTERNATIONAL RELATIONS

A Fellowship in American History, known as the American

*Absent on leave, second semester 1925-26.

Antiquarian Society Fellowship, has been established by members of the American Antiquarian Society. It has an annual value of three hundred dollars in addition to remission of tuition fees.

The subject of research chosen by the Fellow for his Doctor's dissertation should be selected within the field of American History before 1880, the period in which the Library of the American Antiquarian Society, located in Worcester, is of greatest assistance to historical investigators. In addition to the society's valuable manuscripts of the Colonial period, it has an unequaled collection of books printed in America in the early period and of American newspapers from 1660 to 1860.

Regular University Fellowships and Scholarships are also available for students in this department.

THE DOCTORATE

The various courses offered in the department are so arranged, in cycles of two or three years, that students working for their doctorate will be enabled to secure a full program each year. Those taking History as a *major* are advised to elect their *minor* either in Geography or in Economics.

A feature of the method of instruction in the department is the frequent informal conferences between instructor and student, and the Seminar method in many of the courses.

The following courses in related departments are closely connected with work in History, and may advantageously be taken to supplement major work in the Department of History and International Relations.

Department of Geography

10a. Fundamentals of Geography.
14a. Economic Geography (Agricultural).
15b. Economic Geography (Industrial).
102b. Geography of North America.
104b. Geography of Europe.
243a. Economic Geography of South America.
27a. General Principles of Anthropogeography.
275a. The Geography of the Mediterranean Region.
274a. Geography of Northwest Europe.
278a. Geography of Eastern Asia.

Department of Economics and Sociology

14a. Economic History of Western Europe.
14b. Economic History of the United States.
17b. International Trade and International Finance.
31. International Economic Policies.

Department of Psychology

202. Social Psychology.

COURSES IN HISTORY AND INTERNATIONAL RELATIONS

1. Primarily for Undergraduates.

11. Medieval History. The course covers the period from the fall of Rome to the French Revolution, and serves as a general introduction to further historical study. The aim is to give a clear and accurate picture of the life and of the great movements of the medieval and early modern period. Indivisible course.

Open to Freshmen..

Three hours, through the year. M. W. F., 9.

Professor Blakeslee

12b. American Political Problems. This is not a descriptive course in government, but rather an attempt to orientate the student in history and the social sciences through the medium of a presentation of some of the more pressing problems of present-day American life. Among the problems to be discussed are the history and principles of American political parties, the relation of the President and Congress, the Judiciary, immigration, the Negro, government control of industrial relations, civil liberty, international relations and the outlawry of war.

Designed especially for Freshmen, but also open to other students.

Three hours, second semester. Tu. Th. S., 10.

Assistant Professor Hedges

To be omitted in 1926-27.

15. History of England from the 15th Century to the Present. A general course open to Sophomores, Juniors and Seniors. Lectures, textbook, collateral reading, and quizzes.

The purpose is to discuss the life of Englishmen at home, in relation with the Continent, and in the Empire.

Three hours, through the year. M. W. F., 9.

Professor Dennis

Given in the first semester only of 1925-26. Usually given through the year.

16. Europe Since 1815. A general introductory survey of the history of continental Europe from the end of the Napoleonic period to the present time. The lectures will cover the development of democracy and nationalism, the growth of modern imperialism and the partition of Africa, as well as the industrial revolution and the consequent spread of Socialism. Emphasis will be laid on the causes and course of the World War and on the present situation in Europe.

Divisible only in special cases with the approval of the Department.

Three hours, through the year. Tu. Th. S., 9.

Assistant Professor Langer

17. American History Since 1783. After a brief survey of the colonial beginnings of American History and the American Revolution, the course will treat carefully the period since 1783. Emphasis will be placed upon the newer points of view in the study and writing of American History.

Divisible only in special cases with the approval of the Department.

Three hours, through the year. Tu. Th. S., 12.

Assistant Professor Hedges

2. For Graduate Students and Advanced Undergraduates

20. A Survey of International Relations. The course will give a general survey of the whole field of international relations and furnish a foundation for further and more specialized work. It will consider the chief factors involved in this study, such as race, nationality, historical tradition, population, boundaries, economic resources, and imperialism; and present an outline of the important concrete problems of the world at the present time.

Two hours, through the year. Professor Blakeslee

New course, not to be offered before 1926-27.

21b. Selected Topics in Modern Diplomatic History. Lectures and research work in various fields and world diplomacy. Among the topics which may be included are Anglo-French relations, the Near East, the diplomatic history of the Mediterranean basin, the partition of Africa, and Anglo-Russian relations.

Two hours, second semester. M. W., 4. Professor Dennis

Omitted in 1925-26.

22. The Far East. The course deals especially with Japan, China, and Russia in Asia, stressing foreign affairs, government and politics, and economic, industrial and commercial conditions. A careful study is made of the relations, diplomatic and commercial, with the United States.

Three hours, through the year. M. W. F., 10.

Professor Blakeslee

23. Central Europe in the 19th Century. This course is concerned chiefly with Germany and Austria-Hungary. After a few introductory lectures the problem of German unity is taken up in detail. The second semester is devoted to the treatment of German supremacy after 1870, to the economic development of the German Empire, and to the national movements as well as to the foreign policy of Austria-Hungary. Special attention is given to the present situation and problems of Central Europe.

Three hours, through the year. Tu. Th. S., 10.

Assistant Professor Langer

Omitted in 1925-26 and to be omitted in 1926-27.

24. The History of France and the Latin States of Europe in the Nineteenth Century. The general history of France, Italy and Spain, since the end of the Napoleonic Wars. The course will include the constitutional movement in France and Spain, the story of the Italian Risorgimento, the rise of the second French colonial Empire and the Italian colonial system, the industrialization of France and Italy, and finally the general Mediterranean questions as they were affected by the World War and by the peace settlement. The course presupposes a general knowledge of the history of the nineteenth century such as may be obtained from History 16.

Three hours, through the year. Tu. Th. S., 10.
To be omitted in 1926-27. Assistant Professor Langer

25a. British India. A survey of European rivalry in India, the work of the East India Company, the development of administration by the crown, and the recent developments toward self-government. Economic relations with Europe, military history, the expansion of Indian relations with other parts of the world, immigration, and religious and revolutionary movements are among the topics considered.
Two hours, first semester. M. W., 4. Professor Dennis
Omitted in 1925-26.

26a. Napoleon Bonaparte. The career of Napoleon, with emphasis upon international relations, including colonial policy, and the influence of Napoleon on world politics.
Two hours, first semester. M. W., 4. Professor Dennis
Omitted in 1925-26; to be offered in 1926-27.

27. Latin America. A survey of the history of the various Latin American countries is followed by a consideration of international diplomacy, political problems, systems of government, race questions, economic and industrial conditions. Emphasis is placed upon the relations, both in trade and diplomacy, with the United States. Present problems are stressed, such as the Monroe Doctrine, Pan-Americanism, the Mexican issue, the American administration of Haiti and Santo Domingo, and the recent Santiago Conference.
Three hours, through the year. M. W. F., 10.
Omitted in 1925-26. Professor Blakeslee

28b. The Recent History of the British Empire. An analysis of the British Imperial Possessions, emphasizing the developments and problems of the last quarter of a century.
Two hours, second semester. M. W., 4. Professor Dennis
Omitted in 1925-26 and to be omitted in 1926-27.

29. Russia and the Near East in the 19th Century. The aim of this course is not only to trace the development of Russia's policy in relation to the Near Eastern Question, but to

study the general problem of the decline of the Ottoman Empire and the rise of the Balkan States, as well as the growth of the revolutionary movement in Russia. The course of events since 1914—the Revolution and the Bolshevik régime in Russia, and the recent National revival in Turkey, will be particularly emphasized.

Three hours, through the year. Tu. Th. S., 10.

Omitted in 1925-26. Assistant Professor Langer

211a. The Historical Geography of the United States. The course will consist of a study of the geographic factors in the development of the social, economic, political and institutional life of the American people from colonial times to the present. History 17 or its equivalent will normally be a prerequisite.

Three hours, first semester. M. W. F., 11.

To be omitted in 1926-27. Assistant Professor Hedges

212. Social and Intellectual History of the United States. This course will consist of a discussion of the forces which have moulded American society from colonial times to the present, together with a presentation of the more important intellectual movements, including Puritanism, Transcendentalism, "Young America," Fundamentalism, etc.

Three hours, through the year.

Assistant Professor Hedges

New course, not to be given before 1927-28.

213. Constitutional History of the United States. In this course the Constitution will be treated as a growing organism, responsive to the changing political, social and economic conditions of the country. The course will begin with a discussion of the origins of the American Constitution. There will be careful discussion of the important cases which established basic principles of constitutional law. Important constitutional developments will be correlated with the changes in American life and society which called them into being.

Open to advanced undergraduates and graduates who have had a thorough college course in general American History.

Three hours, through the year. Tu. Th. S., 10.

Assistant and Professor Hedges

New course to be offered in 1926-27.

3. Primarily for Graduate Students

31. International Law. A general course adapted for graduate students who will do a large amount of independent reading. The principles of international law are presented and then illustrated by recent and pending international controversies of a legal nature. Lectures, text books, class discussions, and the study of the important cases in standard collections.

Two hours, through the year. M. W., 3.

Professor Blakeslee

32. Recent International Relations of the United States. A lecture and research course covering the period from the Civil War to the present, with emphasis upon American foreign policies during and since the World War. Especial consideration is given to the history and present status of American relations with Great Britain, Germany and France; the Monroe Doctrine; the Caribbean and the Open Door policies; and the rival doctrines of Isolation and International Co-operation.

Two hours, through the year. M. W., 3.

Omitted in 1925-26. Professor Blakeslee

321. Selected Topics in Recent British History. A research course based upon a study of source material. The fields of investigation will change from year to year. In 1925-26, the period 1880-86 was considered.

Two hours, through the year. M. W., 5. Professor Dennis

Given in 1925-26 in the first semester only.

331. European International Relations, 1878-1918. A study of the diplomatic history of Europe from the Congress of Berlin to the Peace of Versailles on the basis of the abundant source material recently published. Bismarck's system of alliances and the hegemony of Germany, the development of the Eastern question and the estrangement of Austria and Russia, the Franco-Russian Alliance, the growing rivalry of Germany

and England, the Entente Cordiale and the diplomatic aspect of the World War are all studied.

Two hours, through the year. Tu. Th., 3.
Omitted in 1924-25. Assistant Professor Langer

332. Historical Bibliography and Criticism. A study in the methods of historical research and writing. Introductory lectures on the nature and aims of history and examination of the methods in criticizing and interpreting documents. Practice in synthesizing material and a survey of the various schools of historical writing from the times of Herodotus to the present day.

Two hours, through the year. Tu. Th., 3.
Omitted in 1925-26. Assistant Professor Langer

333. Topics in the Recent and Contemporary History of Continental Europe. The course will consist chiefly of research by the individual student in problems confronting the European countries at the present day. Such questions as Fascism in Italy, the nationalist problems in the Succession States of the Austrian Empire, the whole organization of the Danube Basin, Republicanism and Democracy in Germany, Bolshevism, and the nationalist movement in Turkey will be taken up as well as some of the more strictly continental international problems, such as reparations and territorial questions.

Two hours, through the year. Th., 4-6.
To be omitted in 1926-27. Assistant Professor Langer

341. The United States Since 1865. A synthesis of the political, social and economic forces in the development of the United States since the Civil War. The course will be developed by topics, and emphasis will be placed upon interpretation rather than narration. A reasonable familiarity with the period will be assumed.

Two hours, through the year. Tu., 4-6.
Omitted in 1925-26. Assistant Professor Hedges

342. The Influence of Westward Expansion in American Development. The westward movement from colonial times to the passing of the frontier will be discussed in detail.

The influence of westward expansion in moulding American character and shaping the peculiar course of American history in the 19th century; the problems arising from the colonization of the west and the reaction of these problems upon national development will be considered. The adjustments made necessary by the passing of the frontier will also be emphasized.

Two hours, through the year. Tu., 4-6.

To be omitted in 1926-27. Assistant Professor Hedges

351. Research in the International Relations of the United States. Professor Blakeslee

352. Research in the International Relations of the Pacific and the Far East. Professor Blakeslee

353. Research in the History and International Relations of the British Empire. Professor Dennis

354. Research in the History and International Relations of Continental Europe. Assistant Professor Langer

355. Research in the Political and Economic History of the United States. Assistant Professor Hedges

36. Seminar. The students in the Department of History and International Relations meet one evening a week for the study of particular topics in international relations, the consideration of the results of investigation carried on in the Department, and for the review of book and magazine material of especial value. Each member is expected to present reports which then form the basis for general discussion.

In studying the problems arising out of the war the Seminar is fortunate in having at hand the excellent war collection of the University Library, one of the largest in the country, which already numbers between seven and eight thousand volumes.

Weekly, through the year. Tu., 7.30.

Professors Blakeslee, Dennis, Langer and Hedges

DEPARTMENT OF MATHEMATICS

Professor Williams,* Associate Professor Melville, Assistant Professor Smith

The undergraduate courses are designed to furnish a practical knowledge of fundamental methods of Mathematics that will be

*Absent on leave second semester 1925-26.

useful in the affairs of life, in business, and in the pursuit of the sciences as well as to prepare students for more advanced work in Mathematics.

A *major* in Mathematics consists of twenty-four semester hours, including courses 12, 13 and 14; a *minor* consists of eighteen semester hours, including course 12.

MATERIAL FACILITIES

The Library is provided with the more important text-books, treatises, and memoirs on the various branches of Mathematics, as well as the principal journals and transactions of learned societies that are devoted to any considerable extent to Mathematics.

The Department possesses a good collection of models in addition to an adequate instrumental equipment for the work in applied mathematics.

COURSES IN MATHEMATICS

1. Primarily for Undergraduates

10.* Elementary Mathematics. Primarily for students who do not intend to *major* in Mathematics.

Open to Freshmen.

Three hours, through the year. Assistant Professor Smith

11. Introductory Course: For students with *major* or *minor* in Mathematics or Physics. Elements of plane Analytic Geometry, including the straight line; plane Trigonometry; elementary theory of equations including Horner's method and De Moivre's Theorem for complex numbers; elements of determinants; and elements of differential and integral calculus. "Unified" course.

Open to Freshmen.

Three hours, through the year. M. W. F., 9.

Professor Williams and Assistant Professor Smith

12. Calculus and Analytic Geometry. Differential and integral calculus and Analytic Geometry, a continuation of course 11.

Three hours, through the year. M. W. F., 11.

Professor Williams and Associate Professor Melville

*Numbered 18 (q.v.) in 1925-26.

13. Calculus and Analytic Geometry of Three Dimensions. A continuation of course 12 with applications to solutions of problems.

Three hours, through the year. M. W. F., 10.

Professor Williams and Associate Professor Melville

14a. Differential Equations.

Three hours, first semester. Tu. Th. S., 8.

Associate Professor Melville

15. Advanced Mathematics. Applications of Calculus; elementary theory of functions, higher plane curves or geometry of three dimensions, to suit those who elect the course. Open to Seniors and graduate students.

Three hours, through the year. Professor Williams

Omitted in 1925-26.

18.* Elementary Mathematics. A course offered primarily for students who do not intend to *major* in Mathematics or Physics but who still desire some mathematical training. The principal topics studied are Algebra, with emphasis on the solution of equations, plane Trigonometry, and coördinate Geometry. The course is designed to meet the needs of students in Physics and Chemistry who do not take Mathematics 11, and of students in other subjects who are interested in graphical methods or statistics.

Open to Freshmen.

Three hours, through the year, M. W. F., 8.

Associate Professor Melville and
Assistant Professor Smith

19b. Astronomy. Chiefly descriptive, the object being to make the students acquainted with the main features of the heavens, celestial phenomena and laws governing them, and the most important theories that have been devised to explain them.

Alternates with course 110a.

Open to Freshmen.

Three hours, second semester, Tu. Th. S., 10.

Professor Williams

*To be numbered 10 in 1926-27.

110a. Elementary Surveying. Fundamental principles; field work with transit, level, sextant, compass, and chain; map making and map reading.

Alternates with course 19b.

Open to Freshmen who have had trigonometry.

Three hours, first semester.

To be omitted in 1926-27. Professor Williams

113a. Mathematical Theory of Statistics. Introductory course for graduate students in Geography, Biology, Economics and Psychology.

Three hours, first semester.

Omitted in 1925-26.

DEPARTMENT OF PHYSICS

PROFESSOR GODDARD, MR. ROOPE

The aim of the undergraduate work of this department is to give to students a knowledge of the principles which are at the basis of modern applications of science to human affairs. It is deemed equally desirable to impart a knowledge of the methods and results of modern physics which are influencing so profoundly our fundamental concepts, and without which no one may hope to be considered liberally educated. The Department aims also to fit students in the minimum of time with professional preparation for Chemistry, Meteorology and allied sciences, Medicine, Engineering, and Science teaching, as well as for professional or graduate work in Physics.

The Department will be glad to discuss, with those desiring to follow Physics as a profession, the opportunities in teaching and in industrial laboratories, and to arrange programs of courses best suited to individual requirements.

For students majoring in Physics, the following sequence of courses is recommended:

Course	Year	Physics Prerequisites	Mathematics Prerequisites
11	First	None	None
14	Second	11	None
15	Second	11	12 or 18
13	Third	11	11
22 or 23	Third	11	12
23 or 22	Fourth	11	12 or 18
28	Fourth	11	12

Sequences for students not *majoring* in Physics are as follows:

Physics as a *minor*: Courses 11, 14, and one or more of 15, 17, 22, 23, 28 or 29.

Pre-medical course: Course 11.

Major in Chemistry: Courses 11, 14, and 15, 23, or 28.

Major in Biology: Courses 11, 14, and 28.

Major in Meteorology and Climatology: Courses 11, 14 and 15.

Graduate Work

The Department is prepared to give work leading to the degree of Master of Arts in Physics, for those planning to teach Physics, to undertake research work in industrial and government laboratories, and also as a preparation for those planning to take more advanced degrees. For this work, emphasis is placed not only upon Mathematical Physics, but also upon the undertaking of an original research problem, for which work the laboratories and library provide unusual facilities..

In case the *minor* for graduate students is in Mathematics, courses may be arranged with the Mathematics Department, or a special course on applied Mathematics may be taken under the Physics Department, based on Mellor's *Higher Mathematics for Students of Chemistry and Physics.*

COURSES IN PHYSICS

1. Primarily for Undergraduates

11. General Physics. This course gives a general knowledge of the principles of Physics, as applied in industry and in the household, and also of the newer developments of Physics, including the elementary theory of radio, Roentgen rays, and the electrical basis of matter. It is desirable for all students intending to specialize in Chemistry, Biology, Mathematics, Law, or Medicine, and is the natural starting point for those desiring to do further work in Physics. It may also be taken as a general science course by those not *majoring* in science. During the first semester, the work covers mechanics and heat, and during the second semester, electricity and magnetism, wave motion, sound, and light. The text book is Duff's *General Physics.* Mathe-

matics 11 or 18 is advised, but not required. Since this course consists of three lectures and recitations, and one laboratory period per week, it is generally accepted by medical schools as fulfilling the requirement of eight semester hours in Physics.

Divisible only in special cases with the approval of the Department.

Open to Freshmen.

Three hours, through the year. M. W. F., 10; W. or Th., 2.

Professor Goddard

13. History of Physics. A conference course on the history of the various branches of Physics.

Three hours, through the year. M. W. F., 9.

Professor Goddard

14. Mechanical and Electrical Measurements. During the first semester this course consists of laboratory exercises in dynamics, including kinetics of translation, angular momentum, the gyroscope, and elastic properties of materials, followed by advanced problems in heat. In the second semester, the course consists of electrical measurements, including inductance, capacity, and conduction, by various methods, together with advanced problems in optics. Prerequisite Physics 11.

Three hours, through the year. Tu. W. Th., 2. Mr. Roope

15. Thermodynamics and Optics. The work of the first semester is in thermodynamics, including the thermal properties of the solid, liquid, and gaseous states, and the theory of heat engines. The second semester covers geometrical and physical optics, and includes work in practical photography. The respective text-books are *Heat for Advanced Students,* Edser, and *A Treatise on Light,* Houstoun. Prerequisite, Physics 11.

Three hours, through the year. T. Th. S., 10. Mr. Roope

17. Advanced General Physics. Lectures and recitations. This course is intended for those desiring a more advanced presentation of mechanics, electricity, heat, and light than is afforded by Physics 11, yet who do not desire year courses in these special subjects. Although the treatments are less complete than in courses 22, 23, and 15, a good perspective of the subject of

Physics may nevertheless be gained. Mathematics 12 must be taken before or with this course. Prerequisite, Physics 11.

Three hours, through the year.

Omitted in 1925-26 and to be omitted in 1926-27.

19. Laboratory Meteorology. Daily observing, interpreting and forecasting local weather. Indoor and outdoor meteorological experiments, including testing meteorological instruments, and special observations of temperature, condensation, optical phenomena and winds. Hydrogen balloons will be used. Prerequisites: six hours of college Physics, three hours of college Mathematics, some Chemistry, and Geography 14 or its equivalent.

Three hours, through the year. M. W. F., 11.

Professor Goddard and Associate Professor Brooks

2. For Graduate Students and Advanced Undergraduates

22. Theoretical Mechanics. This course is a systematic presentation of theory by lectures and recitations together with the solution of problems. The work includes statics, kinematics and dynamics of translation and rotation of bodies, mechanical oscillations, and dimensional equations. The textbook is Seely and Ensign, *Analytical Mechanics for Engineers.* Mathematics 12 must be taken before or with this course.

Three hours, through the year. Professor Goddard

To be omitted in 1926-27.

23. Theory of Electricity and Magnetism. This course treats of the general principles of dynamo and motor design, high-frequency phenomena as involved in radio, radio-activity, and the electron theory of matter. This course is of especial importance to those intending to specialize in Physics, Mathematics, or Engineering. The prerequisites are Physics 11, and either Mathematics 11 or 18; Mathematics 12 must be taken before or with this course. A knowledge of differential equations is advised. The textbook is Starling's *Electricity and Magnetism.*

Three hours, through the year. M. W. F., 8.

Omitted in 1925-26.

28. Laboratory Methods. A course in the methods of preparing and presenting the results of experiments, involving precision of measurement, method of least squares, mean value, logarithmic plotting, derivation of formulae from experimental data, mechanical integration and differentiation, and the preparation by each student of a report on at least one assigned topic that involves reference tables and literature. This course is recommended for students specializing in any of the sciences which involve laboratory work. Prerequisite, Physics 11.

One hour, through the year. W., 11. Mr. Roope

29. Physics of the Air. A course in theoretical meteorology based on Humphreys' *Physics of the Air.* Prerequisites: six hours of college physics, six hours of college mathematics, some chemistry, and Geography 14 or its equivalent.

Three hours, through the year.

Professor Goddard and Associate Professor Brooks

3. Primarily for Graduate Students

34. Advanced Mechanics. This course includes vector analysis, the equations of Lagrange and Hamilton, the methods of Hamilton and Jacoby, and Newtonian logarithmic potential functions, together with a discussion of applications to various branches of physics. The motion of rigid bodies, theory of moving axes, and the theory and application of the gyroscope are also treated.

Three hours, through the year. Tu. Th. F., 5.

Professor Goddard

35. Advanced Electricity and Magnetism. The theory of electricity and magnetism is treated from the classical and the modern viewpoints, and includes the theory of the electromagnetic field, generalized impedance, electric waves, and recent developments.

Three hours, through the year. M. Tu. F., 3.

Professor Goddard

36. The Partial Differential Equations of Mathematical Physics. Included in this course are vector analysis, the methods of Cauchy and Fourier, developments in series, the meth-

ods of Green and Riemann-Volterra, normal functions, and integral equations.

Two hours, through the year. PROFESSOR GODDARD

Omitted in 1925-26.

37. RESEARCH WORK IN PHYSICS. Research work on an original problem in physics. Required of candidates for the Master's degree. PROFESSOR GODDARD

39. RESEARCH IN METEOROLOGY.

PROFESSOR GODDARD AND ASSOCIATE PROFESSOR BROOKS

310. SEMINAR AND RESEARCH CONFERENCE. A seminar on modern theories of physics, together with conferences on current literature and on the researches in progress.

Once a week, through the year. T., 4.

THE STAFF OF THE DEPARTMENT

DEPARTMENT OF PSYCHOLOGY*

PROFESSOR MURCHISON, PROFESSOR HUNTER, VISITING PROFESSOR KÖHLER, ASSOCIATE PROFESSOR NAFE

LABORATORY FACILITIES

The Psychological Laboratories occupy sixteen rooms on the third floor of the Main Building of the University. These laboratories were established by G. Stanley Hall immediately after the founding of Clark University, and constituted the first adequately appointed and complete psychological laboratories in America. These laboratories, under the direction of Edmund C. Sanford and John W. Baird, increased rapidly in size and in research possibilities. The collection is rich in historical apparatus and is especially complete in the better types of chronoscopes, the Vernier chronoscope being invented and developed here by Edmund C. Sanford. The laboratories have an annual appropriation sufficient to provide for the purchase and manufacture of any apparatus that may be required for general and special investigations. The workshop contains an excellent equipment for the manufacture and repair of apparatus.

LIBRARY FACILITIES

The library facilities for research in Psychology, Anthropology and Education are exceptional both in range and in quality. Ap-

*The Department of Education and School Hygiene will be merged with the Department of Psychology at the beginning of the year 1926-27.

proximately one-half of the entire Clark University Library consists of reference works in these fields. All the important psychological journals in the world, more than sixty in number, come regularly to the library.

The G. Stanley Hall Research Fund

This research fund, which will ultimately amount to approximately $200,000, was left by the late G. Stanley Hall to support research in the general field of Genetic Psychology.

The G. Stanley Hall Professorship in Genetic Psychology

The Trustees of the University, in commemoration of the first President of Clark University and in recognition of the G. Stanley Hall Fund, have recently established the G. Stanley Hall Chair of Genetic Psychology in the department of psychology, and to this chair has been elected Walter S. Hunter.

The Pedagogical Seminary and Journal of Genetic Psychology

This famous journal, founded by G. Stanley Hall in 1891, and devoted by him to the publication of research work in that phase of genetic psychology concerned with child behavior, is now the property of the Department of Psychology, and has been reorganized and will be conducted under the guidance of an international editorial board. Superior research reports from graduate students may be published in this journal. The Editors of this journal are Bird T. Baldwin, State University of Iowa; William H. Burnham, Clark University; Cyril Burt, University of London; Ed. Claparède, University of Geneva; Edmund S. Conklin, University of Oregon; Arnold Gesell, Yale University; William Healy, Judge Baker Foundation; Walter S. Hunter, Clark University; K. S. Lashley, University of Minnesota; Carl Murchison, Clark University; Henri Piéron, University of Paris; Sante de Sanctis, University of Rome; William Stern, University of Hamburg; Lewis M. Terman, Stanford University; E. L. Thorndike, Columbia University; John B. Watson, New York City; and Helen Thompson Woolley, Columbia University.

Genetic Psychology Monographs

This journal is edited and published by the *Pedagogical Seminary and Journal of Genetic Psychology,* and is under the super-

vision of the same international board of editors. Each number is a complete research, and may be contributed from any part of the world.

Other Psychological Journals Represented in the Department

Doctor Hunter is Editor of the *Comparative Psychology Monographs,* of the *Psychological Index* and is also Associate Editor of the *Journal of Comparative Psychology.* Doctor Köhler is one of the Editors of the *Psychologische Forschung.* Doctor Nafe is Associate Editor of the *American Journal of Psychology.*

The G. Stanley Hall Room

Dr. Robert Hall has given to the department his father's entire library, including pictures and furniture. This library has been reconstructed in one of the rooms of the psychological laboratories, and is available for inspection by former students of G. Stanley Hall and others interested. This is by no means a departmental library, but is a memorial to which may be added other subjects of significance in the life of G. Stanley Hall.

The Powell Lectures in Psychological Theory

Through the generosity of Dr. E. E. Powell of Oxford, Ohio, the department is this year offering to students and to other members of the community a series of lectures on psychological theory by the leading representatives of the most significant schools of psychology. Dr. Morton Prince gave an exposition of Purposive Psychology on the evenings of December 12, 15 and 17, 1924, while Dr. John Watson gave an exposition of the Behavioristic Psychology on the afternoons and evenings of January 16 and 17, 1925. Dr. Knight Dunlap gave an exposition of Reaction Psychology on the evenings of April 20, 21, and 22, 1925. Dr. Koffka of the University of Giessen and Dr. Köhler of the University of Berlin gave an exposition of the Gestalt Psychologie on the evenings of April 29 and 30, and May 1, 1925. Other distinguished psychologists to appear in this series during the fall and winter of 1925-26 are Dr. William McDougall of Harvard, Dr. Robert S. Woodworth of Columbia, Dr. Madison Bentley of the University of Illinois, and Dr. Walter S. Hunter of Clark University.

Fellowships, Scholarships and Assistantships

In addition to assistantships in Psychology a generous number of scholarships and fellowships are available from year to year ranging in value from $150 to $600.

Doctor Wolfgang Köhler

Dr. Köhler, head of the Department of Psychology in the University of Berlin has been in the department as Visiting Professor from February 1925 to February 1926. He has offered courses in Comparative Psychology, including his famous work with anthropoid apes and courses in the *Gestalt Theory*.

Undergraduate Work

The Department has for two years had charge of a general orientation course required of all freshmen. In addition to this course, the department offers work in general elementary Psychology, elementary experimental Psychology, and will offer such additional courses to undergraduates as will make possible a major in Psychology.

Graduate Work

Admission. Admission to graduate work in Psychology, as in the case of other departments, is subject to the approval of the Graduate Board. However, the Graduate Board does not admit without the approval of the Department. Admission is open to those individuals who have been graduated from accredited institutions, and whose academic record gives promise of the successful conduct of graduate work. Admission is not open to those who have never had training in elementary Psychology. The Department is interested chiefly in obtaining those students whose general ability is far above the average and whose recommendations are cordial and unmistakable.

Courses. Each graduate student in full residence in the University is required to carry a full schedule of courses, such courses to be selected with advice of the instructors concerned and with the approval of the chairman of the Department. The courses in the Department are planned so as to give to each student working for an advanced degree such necessary training as courses can give, and all such courses are required of all graduate students in residence except in special individual cases.

The Master's Degree. The general university requirements for the master's degree are explained elsewhere in the catalogue. The Department will supplement these requirements in individual cases where it seems wise to do so. Students hoping to become candidates for the master's degree, such degree to be conferred at some definite future time, should discuss the matter without delay with the chairman of the Department. It is a policy of the Department that the master's thesis be based on orginal research and be a genuine contribution to that extent.

The Doctor's Degree. Only superior graduate students are encouraged to become candidates for the doctor's degree. Not only is such a candidate required to obtain exact information concerning all the significant psychological methods of research, but he is also required to demonstrate actual ability to use one or more of these methods in original research on important problems. Such candidates are not allowed to postpone meeting their language requirements, but are required to meet such requirements during their first year of residence unless the department allows special consideration for important reasons. The thesis problem should be agreed upon before the end of the second year of residence, and should be the chief occupation of the student during his final year in residence. A student will be unable to receive his degree in less than three years unless he comes credited with graduate work elsewhere. The Department is emphatically not devoted to any *single* method of research.

Theses. In addition to the general university requirements concerning the preparation and delivery of theses, the department has a supplementary requirement of an additional copy of each thesis, to remain on file in the department.

COURSES IN PSYCHOLOGY

1. Primarily for Undergraduates

111a. Orientation for Freshmen. This course is required of all Freshmen and is at the present time under the supervision of the Department of Psychology. The purpose of the course is to acquaint the student with some of the significant facts concerning the evolution of behavior with special reference to learning and reasoning, to assist the student in getting acquainted with some

of the major problems of the educative process, and to point out to him some of the difficulties that may be involved in the limitations of individual differences.

Three hours, first semester. T. Th. S., 10.

Professor Murchison

11b. General Elementary Psychology. This course follows 11a and is an introductory course in elementary psychology. 11a is a prerequisite for this course and this course is prerequisite for all following courses in the department. Textbook, lectures and collateral reading.

Three hours, second semester. T. Th. S., 10.

Associate Professor Nafe

12. Experimental Psychology. This is more than an elementary course, Psychology 11 being prerequisite. The entire resources of the laboratory are available for this course. The student will be made familiar, by use, with the apparatus used in psychological investigations. This course or its equivalent is prerequisite to 21a, 22b, 23a and 24b and to all graduate work for advanced degrees.

Three hours, through the year. M. W. F., 2.

Associate Professor Nafe

Educational Psychology. Announcements concerning this subject are dependent upon the addition of further personnel to the department.

13b. Experimental Psychology. Quantitative. Psychophysics. Psychology 12 prerequisite. The principles and standard methods of psychophysical measurements.

Three hours, second semester. M. W. F., 2-4.

Associate Professor Nafe

New course, to be offered in 1926-27.

2. For Graduate Students and Advanced Undergraduates

200a. Systematic Psychology. This course together with 200b, 201a, and 201b offers a two year course in which the semester units are separable. It is a systematic study of the work

that has been done in Experimental Psychology. 200a deals with vision and audition.

Three hours, first semester. M. W. F., 9.

Associate Professor Nafe

New course, to be offered in 1926-27.

200b. Systematic Psychology. Smell, taste, touch and the image.

Three hours, second semester. M. W. F., 9.

Associate Professor Nafe

New course, to be offered in 1926-27.

201a. Systematic Psychology. Affection, emotion, attention, perception and idea in their systematic aspects.

Three hours, first semester. M. W. F., 9.

Associate Professor Nafe

New course, to be offered in 1927-28.

201b. Systematic Psychology. The position of Association memory, imagination, thought, action and volition in systems of Psychology, especially in the Structural system. The treatment of these subjects is historical as well as systematic. Little attention is given to the application of principles.

Three hours, second semester. M. W. F., 9.

Associate Professor Nafe

New course, to be offered in 1927-28.

202. Social Psychology. In the beginning of this course the history of Social Psychology will be analyzed somewhat in detail. This will be followed by consideration of the characteristics of human nature as they are expressed in social customs and in the variety of individual differences. This will be followed by consideration of the inevitable effects of social customs and individual differences upon the various social institutions. The psychology of society will be emphasized quite as much, if not more, than the social psychology of the individual.

Three hours, through the year. M. W. F., 10.

Professor Murchison

New course, to be offered in 1926-27.

204. Animal Psychology. This course consisted of a systematic examination of the methods and theories of animal psychology. Material from extensive experimentation with anthropoid apes was available for the requirements of this course.

Two hours, second semester. Professor Köhler

Offered in 1924-25 only.

205. General Experimental Psychology. This course is primarily for graduate students who have not had an opportunity as yet to work in a well equipped psychological laboratory. Admission to the course is by consultation only.

Three hours, through the year. M. W. F., 2-4.

Assistant Professor Nafe

206a. The Learning Process. A critical and experimental study of the chief problems of learning and memory. One-third of the course will be devoted to laboratory work at hours to be arranged.

Three hours, first semester. M. W. F., 11.

Professor Hunter

207b. Animal Behavior. A study of animal behavior with particular reference to the vertebrates. Emphasis will be placed upon the topics of instinct, habit formation, sensory processes, and the higher adaptive forms of behavior. The course offers an introduction to the current theory of behaviorism. Laboratory work, by appointment, will occupy one-third of the course.

Three hours, second semester. M. W. F., 11.

Professor Hunter

3. Primarily for Graduate Students

302a. Seminar in the Principles of Psychology I. First semester. A comparative study of systems of psychology with particular reference to structuralism, functionalism, and behaviorism.

Two hours, first semester. Tu., 11. Professor Hunter

302b. Seminar in the Principles of Psychology II. Second semester. A continuation of the first semester Seminar, but not necessarily preceded by it. The topics for discussion will

be drawn from the whole field of theoretical psychology. Students may enroll in this seminar for several successive years.

Two hours, second semester. Tu., 11. Professor Hunter

303a. Theory of Measurement. Probability will be considered both from the point of view of knowledge and from the point of view of differential calculation. The student will also be made familiar with the mechanics of statistical methods. The purpose of the course is to lay the foundation for an understanding of differential psychology.

Two hours, first semester. Tu., 4. Professor Murchison

303b. Mechanics of Mental Differences. The various mental tests will be studied in their historical development, with special attention to formulation, application, and final interpretation of results. Requires 303a.

Two hours, second semester. Tu., 4. Professor Murchison

304. Journal Club. To be devoted to the study of selected topics in current Psychological literature. All students *majoring* in Psychology for advanced degrees are members of the Journal Club.

Through the year. W., 4.

305. Research. All students majoring in the Department of Psychology for advanced degrees will be expected to undertake a suitable research problem under the direction of Professors Murchison, Hunter, or Nafe.

307b. Introduction to the Gestalt Theory. This course will not only deal with the psychological problems involved, but also with such biological questions as are pertinent.

Two hours, second semester. Tu., 3-5. Professor Köhler

Offered in 1924-25 only.

308a. Problems and Methods of Gestalt Psychology. Applications of the phenomenological and the experimental methods, with the implied consequences in critical philosophy. Admission by permission.

Four hours, first semester. Tu. F., 4-6. Professor Köhler

Offered in 1925-26 only.

310b. Child Behavior. This course will consist of a critical examination of the literature bearing on the experimental investigation of child behavior.

Two hours, second semester. F., 4. Professor Murchison

312. Advanced Experimental Psychology. Open only on consultation. The course consists of minor problems. The student will have an opportunity to demonstrate his laboratory ingenuity and technique.

Associate Professor Nafe

COURSES IN PHILOSOPHY

1b. Philosophy of Conduct.

Three hours, second semester. Tu. Th. S., 8. Mr. Powell

DEPARTMENT OF ROMANCE LANGUAGES

Professor Churchman, Mr. Mellor*, Mr. Phelan, Mr. Bouillette, Mr. Fernandez Heres

See the statement of the general requirement in foreign language, page 44, for all candidates for the A.B. degree.

As now organized, the French courses in this Department are planned with the following ends in view: French 11 and 12 are the basic language courses, in which it is the purpose to develop reading ability with at least a beginning of writing and speaking; when possible a student should take the full twelve hours of this sort of work. To the student who has completed 12, courses 13 and 14 offer an option between a continuance of general language work and a course limited to translation and literature; both may of course be taken. Those who have completed course 14 may take 15 and 16—courses in which the literature of two important centuries is studied intensively. After course 13, 17 may be taken. Prospective teachers will take course 18b.

A *major* in Romance Languages consists of at least twenty-four semester hours selected from the courses described below; but not more than twelve semester hours in elementary courses (French 11, Italian 11, and Spanish 11), may be counted in a

*Absent on leave 1925-26.

major. A typical *major* for a student who has had three years of French in the high school would include courses 13, 14, 15, and 16,—with the teachers' courses or Italian or Spanish as alternatives. Those who have had less French would begin with French 12. A beginner would take 11, 12, 13, or 14 (or both), and 15 or 16. The attention of students intending to *major* in Romance Languages is called to the statement concerning the required courses in Greek or Latin, on page 44.

COURSES IN FRENCH

1. Primarily for Undergraduates

11. For Beginners. Grammar, pronunciation, oral work, and composition, based on Cerf and Giese's *Beginning French.* Reading of easy modern French. The main purpose of the course is to develop reading ability.

Divisible only in special cases, with the approval of the Department.

Open to Freshmen.

Three hours, through the year. Tu. Th. S., 9. Mr. Phelan

12. Intermediate. Reading of modern French, with grammar, composition, pronunciation, and oral exercises. Course 12 is a continuation of course 11, and is also open to students who have had two years of high school French. Rapid review of Fraser and Squair's *Shorter French Course.* Reading from such works as Halévy's *un Mariage d'amour,* Hugo's *les Misérables,* Labiche and Martin's *le Voyage de M. Perrichon,* France's *le Crime de Sylvestre Bonnard.*

Open to Freshmen.

Three hours, through the year. Tu. Th. S., 8. Mr. Phelan

13. Advanced French. This course is designed to continue and supplement the language work of course 12; it is also open to students who have had three years of high school French. Since the parallel course (14) offers ample opportunity for the development of reading ability, the emphasis in this course is placed upon the spoken and written language. The major part of the early work is devoted to a careful study of pronunciation and to a very rapid review of the elements of grammar in application to oral exercises. Immediately thereafter comes a survey

of grammar and syntax in Fraser and Squair's *French Grammar* (new complete edition). Oral work in everyday French is continued through the year. The later months are largely devoted to rapid reading in the French short story and play, the material being handled in French oral and written exercises as often as possible.

Open to Freshmen.

Three hours, through the year. Tu. Th. S., 12. Mr. Phelan

14. General View of French Literature. This course offers a general introduction to French literature with the triple purpose of meeting the needs of those who wish to gain some knowledge of that literature without doing the intensive linguistic work of French 13; of supplementing the work of French 13 by wider reading in good literature; and of laying the foundation for the specialized courses in the literature of particular centuries. For students entering with the minimum preparation the only text to be read is the Vreeland and Michaud *Anthology of French Prose and Poetry* (Ginn); but all who enter with more than this minimum are expected to read collaterally along lines to which their tastes may lead them. Brief outline of the facts of French literature and discussion of literary values based upon Strachey's *Landmarks in French Literature* (Holt). This course is open to students who have passed French 12 or who have had three years of French in the high school.

Open to Freshmen.

Three hours, through the year. Tu. Th. S., 12.

Professor Churchman

Note: For admission to French 15 and 16, it is ordinarily expected that a student shall have passed French 14 with credit, but exceptionally good reading ability and a small amount of special preparation in the literature may occasionally make it possible to waive this condition.

15. Literature of the Seventeenth Century. A large amount of reading from the works of Corneille, Racine, Molière, Boileau, La Fontaine, Descartes, Pascal, La Rochefoucauld, Bossuet, La Bruyère, Mme. de Sévigné. Historical and critical

survey of the literature of the period, based upon Abry, Audic and Crouzet's *Histoire illustrée de la littérature française*. The main purpose of this course is to give the student a first-hand knowledge of the masterpieces of French classical literature, with a connected and critical knowledge of the literary history of the period. After a rapid survey of preceding centuries in Strachey's *Landmarks in French Literature* (Holt), and a brief outline study of the seventeenth century itself by means of Strachey, and the Vreeland-Michaud *Anthology* (Ginn), the most important authors of the seventeenth century are intensively studied, with as wide reading from each as time allows, supplemented by class discussion and the use of the manual for necessary information. No lectures or translating, the time in the class-room being devoted to discussion and reading in the original.

Three hours, through the year. Tu., 5; W. F., 12.

To be omitted in 1926-27. PROFESSOR CHURCHMAN

16. LITERATURE OF THE NINETEENTH CENTURY. Historical and critical survey, with wide reading from the most significant authors of the century. The spirit, method, and plan of the work are similar to those of course 15. First comes an outline study of the nineteenth century by means of Strachey's *Landmarks in French Literature* and the Vreeland and Michaud *Anthology*. Then, after a somewhat detailed discussion of the later eighteenth century, follows the intensive study of the literary masterpieces of the nineteenth century, especially lyric poetry, drama, and the novel, accompanied by a discussion of the facts and comment contained in the Abry, Audic and Crouzet *Histoire illustrée de la littérature française* and in the writings of other critics. Few if any lectures, and no translation. For conditions of admission to this course see note above.

Three hours, through the year. PROFESSOR CHURCHMAN

Omitted in 1925-26.

17. ADVANCED COMPOSITION AND ORAL WORK. Designed to provide teachers and other advanced students with a ready command of the spoken and written language. Review of the theory and practice of pronunciation upon a phonetic basis. Systematic study of grammar and syntax through a hasty survey

of R. T. Holbrook's *Living French,* a thorough mastery of E. C. Armstrong's *Syntax of the French Verb,* and special study of selected topics by means of references to several standard authorities. Further familiarity with the spoken language is encouraged by use of the phonograph outside of class, and some special attention is given to the building of a vocabulary of common phrases and to systematic observation of French usage. Occasional themes in French. Open to students who have passed course 13 with credit, or who have done work equivalent in kind and amount.

Three hours, through the year. Professor Churchman

Omitted in 1925-26.

18b. Aims and Methods of Teaching French, with incidental reference to German and Spanish. Lectures, collateral reading and reports on special topics. Discussions led by students in turn. This course is open to students who have passed with credit French 12, German 12, or Spanish 12, or who have done the equivalent of one of these courses. A knowledge of more than one language is desirable, but not necessary. Given in the evening for the convenience of Worcester teachers.

One hour, second semester. W., 7.

Professor Churchman

Saturday Morning Course (Intermediate French). Designed for those who have studied the language but who wish to review and continue it. This course begins at the very beginning with the foundations of pronunciation, and then makes a hasty survey of the elements of the language, first upon a *reading* basis, next in the form of *aural* exercises, and finally in an *intensive review* of composition, oral exercises, rules and paradigms. When the elements have been thus surveyed, work of an intermediate grade is taken up in more leisurely fashion. Conducted in French and open to those outside of the University.

One hour, through the year., S., 11.

Mr. Bouillette

Evening Course (Contemporary Literature). First a brief survey of the history of French literature from the begin-

ning, and then a more detailed discussion of contemporary figures, groups, and movements, particularly in the drama. This course is conducted in French and is designed especially for those outside of the University.

One hour, through the year. M., 7.

Mr. Bouillette

COURSES IN SPANISH

1. Primarily for Undergraduates

11. Elementary Course. The Hills and Ford *First Spanish Course.* Translation of simple prose. The first purpose of the course is to develop the ability to read, but a liberal use is made of oral and written exercises. Emphasis is divided between South America and Spain.

Divisible only in special cases with the approval of the Department.

Open to Freshmen.

Three hours, through the year. M. W. F., 10. Mr. Phelan

12. Intermediate Course. Combination of readings from Spanish literature with more advanced study of the language, oral and written. Review of the language in Crawford's *First Book in Spanish.* Reading of representative masterpieces, *e.g., Don Quixote* (selections), one modern novel, one play, short stories. Oral drill under Mr. Fernández Heres. Open to students who have passed course 11, or who have had two years of Spanish in the high school.

Open to Freshmen.

Three hours, through the year. Tu. Th. S., 9.

Professor Churchman

13. Third Year Spanish. To be given when justified by the demand. Readings from Spanish literature and further work in composition and speaking. Open to students who have passed course 12, or who have had three years of Spanish in the high school.

Open to Freshmen.

Three hours, through the year.

Omitted in 1925-26.

Afternoon Spanish (Intermediate). An equivalent of Spanish 12 offered for the benefit of teachers and others unable to attend morning courses.

Three hours, through the year. Tu. F., 4.30-6.

Mr. Fernandez Heres

COURSES IN ITALIAN

1. Primarily for Undergraduates

11. Elementary Course. The chief purpose of this course is to develop as rapidly as possible the ability to read Italian easily and accurately. As soon as a hasty survey of the elements of the language has provided the student with the necessary materials, reading is begun, and thereafter oral exercises, composition, and grammar are used chiefly as a means to greater facility in reading. Wilkins' *First Italian Book;* Grandgent's Italian *Grammar* (revised edition); Farina's *Fra le corde d'un contrabasso;* Foggazzaro's *Pereat Rochus; Italian Short Stories* (Wilkins and Altrocchi); Manzoni's *I promessi sposi*; possibly a play of Goldoni's. In the second semester either the *Inferno* or the *Purgatorio* of Dante is read.

Divisible only in special cases with the approval of the Department.

Open to Freshmen.

Three hours, through the year. Professor Churchman

Omitted in 1925-26.

Degrees Conferred

In the Calendar Year 1925

BACHELOR OF ARTS

Albert Edward Beswick
(With High Honor)
Ansley Oliver Blades
Paul Stephen Clarkson
(With honor)
Irvin Eugene Crouch
(With Highest Honor)
Richard Powers Doherty
(With honor)
Charles Templeton Dix
Arthur Rex Dorward
Raven Orwell Dodge
Robert Sven H. Erickson
John Henry Ferguson
Adam Erminio Ferrara
Frank Arthur Geldard
George Roger Gladding
Leo Arthur Goldblatt
(With Highest Honor)
Peter Grandone
Arthur Northway Hammond
Walter Smith Hanover
(With High Honor)
Raymond Harold Kellogg
Frank Thomas McLean
Eugene Prouty Montgomery
William Gerald F. Potts
Paul Everett Reynolds
Lewis Maxwell Sleeper
Francis Adrien Stejer
John Joseph Toomey
(With High Honor)
Frank Leslie Day Weymouth

BACHELOR OF EDUCATION

Louise Fay
Edward Philip Reidy
Agnes Veronica Scannell

MASTER OF ARTS

Mary Kibbe Allen
Rollin Salisbury Atwood
Pilar Barbosa
Helen S. Burfield
C. William Carlson
Paul Wallace Gates
Ralph Wesley Gilbert
Lillian Girard
James Phillips Hannan
Russel Byron Hastings
Rose Herbert
Emil Johnson
Grayson Louis Kirk
Harold William Landin
Paul Osland Libby
Marietta Matthews
Carol Young Mason
Robert Wallace Nafe
Priscilla Alice Pooler
Clarence Post
Richard Merrill Saunders
Lee Su
Thomas Hou-Sing Suvoong
Phelps Nash Swett
Katheryne Colvin Thomas
William Waring Tinsley
Edmund Barber Towne
John Lincoln Williams
Charles Bushnell Wooster

DOCTOR OF PHILOSOPHY

Robert Guy Buzzard	Gustav Theodor Schwenning
Charles Alexius Dickinson	Sherman Merritt Smith
Wallace Robert McConnell	Burton Merrill Varney
Douglas Clay Ridgley	Charles Langdon White

SUMMARY

Bachelor of Arts	26	Master of Arts	29
Bachelor of Education	2	Doctor of Philosophy	8

FOUNDER'S DAY EXERCISES

FEBRUARY 1 1926

Music by the University Orchestra — Arthur J Dann Director

Processional: March Militaire — Schubert
Overture: Mignonette — Baumann

Founder's Day Address — William F Book Ph D
Clark University 1906
Professor of Psychology University of Indiana

Music by the University Glee Club — Dean W Hanscom Director

Morning in the Dewy Wood — Friedrich Hegar
Lamp in the West — Horatio Parker

Sons of Clark

Conferring of Degrees — Wallace W Atwood
President of Clark University

Recessional by the University Orchestra — Selected

CANDIDATE FOR THE DEGREE OF BACHELOR OF ARTS

Elford Sturtevant Durgan

CANDIDATE FOR THE DEGREE OF MASTER OF ARTS

Cornelius Sylvester Donoghue

CANDIDATE FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

Olof Georg Jonasson

Degrees conferred as above.

CLARK UNIVERSITY

Annual Commencement

JUNE 14 1926

HALF PAST TWO

Order of Exercises

March : Priest's March from Athalia — *Mendelssohn*

Overture : Fair Maid of Perth — *Widdel*

Clark University Orchestra

Invocation

The Reverend Benjamin F Wyland

Pastor of Union Congregational Church

Commencement Address

Thomas Nixon Carver Ph D LL D

David A Wells Professor of Political Economy

Harvard University

The President's Annual Statement

Selection : Legend of a Rose — *Zamecnik*

Clark University Orchestra

Conferring of Degrees

Benediction

March : Scholastic — *St Clair*

Clark University Orchestra

The audience is requested to remain seated
until the academic procession has passed out

All degrees conferred as listed 6/14/26 LCW

Candidates for the Degree of Bachelor of Arts

Henry Charles Anderson
George Walter Bassett
*Clyde Freeman Benner
August Anshelm Berg
*Willard Ellis Boyden
Gustaf Harry Carlson
Charles August Choquette
James Arthur Cooke
Lester Francis Crossley
George Alexander Dawson
Nathan Joseph Denny
Gordon Kingsbury Dowd
Theodore Eugene Dumas
George Nathan Epstein
Iver Waldemar Fallstrom
William Norcross Felt
John Joseph Fitzgerald
*Thomas Condon Gannon
Francis Otto Graf
Samuel Griff
Clifford Ohlin Griffith
Allan Mathews Hadley
Edwin Higginbottom
Wallace Emerson Lamb
Ferdinand John Loungway
Raymond George Mead
Theodore Nicol
Gerim Musa Panarity
John Harold Rogers
Jacob Yank Sachs
Louis Varance Smith
James Davis Springs
William Clark Stetson
Irving Lombard Storer
Simon Surabian
John Tashjian
Henry John Weber
*Bester Cicero Weed

WITH HONOR

Henry Miles O'Bryan
William Frederick Preissel
Isadore Max Tarlov

WITH HIGH HONOR

Elford Sturtevant Durgan†

Annual Collegiate Honors

SENIORS

FIRST HONORS

Elford Sturtevant Durgan

SECOND HONORS

Henry Miles O'Bryan
Theodore Nicol

JUNIORS

FIRST HONORS

Harry Zarrow

SECOND HONORS

Richard Burt Dow
John Edward Fitzgerald Jr
Burt James Loewenberg
Richard Ellsmore Young

†Degree conferred Feb., 1926
*Degree to be awarded on completion of additional work

1 Degrees conferred Aug 12, 1926 - see list.

Annual Collegiate Honors

Continued

SOPHOMORES

FIRST HONORS

Carlton Hardy Larrabee
Meyer David Wolfe

SECOND HONORS

Jacob Freedberg
George Kangisser
Oscar Frederick Lehnert

FRESHMEN

FIRST HONORS

Harry Foxhall
Owen Norton Hillman
Abraham Levett

SECOND HONORS

Albert Sigfrid Carlson
Melvin Dow Kennedy
Lawrence Cutler Mansur
Abraham Smith
Benjamin Smith
Milton Kibbe Welson
Elliott Henry Wilson

FOURTH ANNUAL AWARD OF THE PRENTISS HOYT PRIZE IN POETRY
to Lawrence R Pohle '28 for his poem "Plowing"

Candidates for the Degree of Master of Arts

Biology
Walter Smith Hanover

Chemistry
John Henry Ferguson
George Roger Gladding
Leo Arthur Goldblatt

Economics
Richard Powers Doherty

Education
Adolph William Aleck
Charles Clarence Cowell

Geography
Ruth Emily Baugh
Harley Porter Milstead
Dorothy Vernon Noble
Maude Cottingham Martin

History
Lillian Francis Cowdell
Elizabeth Lilliston Hickman
Viola Jodrey
Charilaos G. Lagoudakis
Blake F. McKelvey
Gardner Patrick Henry Foley

Physics
Lewis Maxwell Sleeper

Psychology
Luberta Marie Harden
John Riley Liggett
Frank Arthur Geldard
Karl Duncker

Candidates for the Degree of Doctor of Philosophy

Geography
Earl Ray Casto
Walter Elmer Ekblaw
Henry Harrison Russell
Eugene VanCleef

Psychology
Max Meenes
Satyanda Roy

The Conferring of an Honorary Degree

L. L. D.

William Henry Burnham

CLARK UNIVERSITY

WORCESTER, MASSACHUSETTS

Special Convocation

IN HONOR OF

His Royal Highness

CROWN PRINCE GUSTAVUS ADOLPHUS

OF SWEDEN

and

CROWN PRINCESS LOUISE

THURSDAY, JUNE 17, 1926

. . . *Program* . . .

Music by the Clark University Orchestra

Invocation by the Reverend John Eckstrom

Choral Singing by Swedish Chorus of Worcester under the Leadership of Mr. Ernest Francke

Presentation of His Royal Highness, Gustavus Adolphus, Crown Prince of Sweden, for the Honorary Degree of Doctor of Science, by Dr. George H. Blakeslee, Professor of History and International Relations

Conferring of the Degree, by Dr. Wallace W. Atwood, President of the University

Recessional

CLARK UNIVERSITY

Final Assembly of the 1926 Summer School

August 12, 8:30 p. m.

I A Play Pageant in one Act

TOLD IN A CHINESE GARDEN—*Constance Wilcox*

CAST

Tai-Lo, a gardener	Theresa Murphy
Poa-Ting-Fang, guest of Wang-Chu-Mo	Genevieve Convery
Wang-Chu-Mo	Olga Johnsohn
Li-Ti, daughter of Wang-Chu-Mo	Eleanor Lane Peabody
Ling-Tai-Tai, governess to Li-Ti	Adelaide Fitch
Lang-Tai-Tai, governess to Li-Ti	Lois Ricketts
Guards	Mary Smith Etta Reddig
Scribe	Martha H. Jagodnik
Page	Mildred E. O'Connor
Coolies	Harriet Atwood Edith Hanson

Scene—A Chinese Garden
Time—A Summer Afternoon

II Conferring of Degrees . . . President Atwood

Master of Arts

Meredith Frederick Burrill
Donald Keller
Leonard O. Packard
Howard G. Patchett

Bachelor of Arts

Thomas Condon Gannon
Thornton Lewis Pitcher
Frank J. Reid
Paul Richard Swan
Bester Cicero Weed

Bert James Loewenberg - as of Aug 12 work complt. Sept 1926

Bachelor of Education

Mary A. Duke
Bessie Alice Merritt
Catherine Pauline Mullaney
Hazel Deane Shields
Frieda Van Cleef

Sarah E. Farley (as of Aug 12) work completed Sept 1926.

All degrees conferred as printed

Register

Explanation: S—scholar; F—fellow; HF—honorary fellow; numerals *26, 27, 28* and *29* are used to classify undergraduates; g—students formally admitted to the graduate division; s—special students; ss—summer school students in 1925; B—biology; Ch—chemistry; Ec—economics and sociology; Ed—education and school hygiene; G—geography; H—history and international relations; Ph—physics; Ps—psychology.

State omitted—Massachusetts; town omitted—Worcester; street names refer to streets unless otherwise indicated.

This list includes the names of all who have *matriculated* and *registered*. A * indicates that the student has withdrawn from the University prior to March 1, 1926.

Name	Classification	Home Address	Worcester Address
Aboumrad, Joseph	29	New York, N. Y.	Estabrook Hall
Adams, Hobart Walker	29	Cleveland, O.	Estabrook Hall
Adams, Nettie B.	ss	Briarcliff Manor, N.Y.	
Addington, Arch R., A.M.	ss	Boomington, Ind.	
Ambinder, Solomon	29	Peabody	15 Spruce
Aleck, Adolph William, B.D.	Ed S	St. Louis, Mo.	Estabrook Hall
Amsden, Festus Gilbert	28	Athol	16 Tirrell
Amsden, Theodore Maxwell	29	Athol	Estabrook Hall
Anderson, Henry Charles	26		52 Olga Ave.
Antoun, Toffee Ameen	28	Shrewsbury	
Arell, O. W.	ss	Fitchburg	
Armer, Nina J.	ss	Port Washington, N.Y.	
Atwood, Robert Bruce	29	Winnetka, Ill.	Estabrook Hall
Atwood, Rollin Salisbury, A.M.	ss		160 Woodland
*Babbitt, Peter W.	s		46 Ellsworth
Bach, Engelbert	29	Newark, N. J.	Estabrook Hall
Backlin, Everett Elven	29		9 Euclid Ave.
Banks, M. Alberta	ss	New York, N. Y.	
Bannister, Lois A., A.B.	ss	Webster	
Barber, Augustus Nichols	s		15 Gates
Barbosa, Pilar, A.M.	H F	San Juan, P. R.	1 Hawthorne
Barton, Lillian M.	ss	Lansdowne, Pa.	
Bassett, George Walter	26		95 Hillcrest Ave.
Baugh, Ruth Emily	G S	Pasadena, Calif.	941 Main
Beaton, Stephen, Jr.	27	Millbury	
Becker, Raymond Carl	28		560 Chandler
Belanger, Leonard Joseph	29	Brooklyn, N. Y.	Estabrook Hall
Benner, Clyde Freeman	26	Waldoboro, Me.	78 Florence
Berg, August Anshelm	26		104½ Rodney
Bergin, John A., A.B.	ss	Boston	
Bigelow, Roger Perry	29		119 Forest
Biglet, Helen Hathaway	ss		8 Elbridge
Birkel, Peter Frederick	28	Brooklyn, N. Y.	973 Main
Bland, Isadore Chester	29	Hartford, Conn.	908 Main
Bloom, William Olof, Jr.	28	Boylston	
*Bodurtha, Robert Ellsworth, A.B.	H g		3 Wyman
Bollinger, Clyde John, M.S.	G S	Norman, Okla.	166 Woodland
Borvick, Moses	29	Brockton	36 Fairfax Rd.
Boson, Svea	ss		34 Orne
Bouillette, Pierre Alexander, A.M.	Ph F	Paris, France	166 Woodland
Bowen, Grace L.	s		984 Main
Boyden, Willard Ellis	ss 26	Sandwich	973 Main
Boyle, Thomas Edward, A.B.	s		6 Sturgis
Brandenburg, William Johnston	29		Estabrook Hall
Breen, Thomas Augustine, A.B.	H g		32 Gardner
Bresev, Morris Irving	27	So. Norwalk, Conn.	875 Main
Brierly, John Edward, A.M.	ss		34½ Douglas
Briggs, Reginald Arthur	29		7 Dewey
Brinck, Donald Monty	29	West Boylston	
*Brissette, Armand J., Jr.	29	Webster	
Britton, Jacob	29		81 Fairfax Rd.
Brogan, James J., B.B.A.	ss	Spencer	
Brooks, Bernard Francis, A.B.	ss		22 Winslow
Brown, Anthony Francis	29	Shrewsbury	
Brown, Leighton	28	Groton, Conn.	Estabrook Hall
Brown, Virginia M.	ss	Wilmington, Del.	
*Bubar, Raleigh B., B.S.	s	Holden	
Buckley, Helen T.	ss		28 Blossom
Bucklin, Helen H.	ss	Hyde Park, Vt.	

1 Breen, Miss Helen S

* part time stud.

	Burdo, Nathalie Louise	s	Fitchburg		
	Burrill, Meredith Frederick, A.B.	G F	Augusta, Me.	66	Downing
	Butler, Mary C.	ss	Claremont, N. H.		
	Butler, Richard Wyman	29		21	Preston
	Caase, Emilie Charlotte, A.M.	H g		77	Downing
	Callahan, Mary Monica	s		93	Elm
4	Caplen, Nathan Harold	29		21	St. Elmo Rd.
	Carlson, Albert Sigfrid	29		137A	Eastern Ave.
	Carlson, C. William, A.M.	Ed g		2	Wilkinson
	Carlson, Gustaf Harry	ss 26		22	Stockholm
	Carroll, Helen S.	ss		25	Metcalf
	Carver, Wells Elmer	28	Ludlow	6	Ball
	*Casto, Earle Ray, A.M.	G F	Emory, Va.	4	Cabot
	Chandley, Mary L.	ss		15	Richmond Ave.
	Chase, George Bryant	28	Stratford, Conn.	973	Main
	*Chen, Jason Hawking, M.Ed.	Ed F	Soochow, China	15	Gates
	Choquette, Charles August	27		31	Chrome
	Ciano, Michael Antonio	28	Waterbury, Conn.	973	Main
	Civalier, Roland	27	Auburn		
	Claflin, Lester Wilfred	29	Westboro		
	Clapp, John Norman, A.M.	ss	So. Lancaster		
	*Closson, Hanford H., S.T.B.	s	Lancaster		
	Coffyn, Kingsland Adams	29	New York, N. Y.	766	Main
2	Collamore, Edna Augusta, B.Ed.	ss s		11	Isabella
	Connelly, Philip Arthur	29	Cochituate		Estabrook Hall
	Conner, Jennie Eva, B.Ed.	s	Southbridge	13	Benefit
	Cooke, James Arthur	26	West Boylston		
	Cooper, Clyde Edwards, M.S.	G F	Athens, Ohio	131	Lovell
	Cooper, J. Frances	ss		77	Amherst
3	Corbin, Milton Wallace	27		18	Hermon
	Cornish, Cornelia B., B.S.	ss	Mansfield, Pa.		
	Corsen, Chester Russell, B.S.	ss	Syracuse, N. Y.		
	Costello, Florence P.	s		156	Vernon
	Coty, Everett William	28		301	Cambridge
	Cove, Joseph Edward	28		5	Taft
	Cowdell, Lillian Francis, A.B.	H S	Vancouver, B. C.	48	Downing
	Cowell, Charles Clarence, B.P.E.	Ed. S	Constantinople, T'rk'y	49	Florence
	Crosby, Kenneth Howard	29	Fall River		Estabrook Hall
	Crossley, Lester Francis	26		130	Grand View Ave.
	Crowley, John Joseph	s		175	Highland
	Crum, Anna C.	ss	Port Wash., L.I., N.Y.		
	Dahl, Randle Edwin	29		15	Edward
	Dameier, Almyra F.	ss	Lena, Ill.		
	*Davis, Harry Tashamka	28		34B	Providence
	Dawson, George Alexander	26		7	Cottage
	Deeks, William Thomas	29	Whitinsville		
	DeGangi, Francis Lawrence	27	W. Haven, Conn.	9	Hancock
	DeLaMater, Gertrude	ss		10	Farnum
	Denny, Nathan Joseph	26	New Haven, Conn.	973	Main
	Detrick, Wallace L.	s		64	Woodland
	Dexter, William Albert	28	Warren	78	Florence
	DiBurro, Carmine Antonio Peter	29	Lawrence		Estabrook Hall
	Dickie, Allan, A.M.	ss		24	Oread
	Dickinson, Roger Francis	27	Spencer		
	Dix, Charles Templeton, A.B.	H g	Southville		
	Doane, Ruth A.	ss	Athol		
	Dodge, Raven Orwell	ss	Lowell		
	Doherty, Alfred John	29	Wilton, N. H.	87	Florence
	Doherty, Richard Powers, A.B.	Ec S	Wilton, N. H.	87	Florence
	*Donnelly, Mary T.	s		31	Grand
	Dow, Richard Burt	27		13½	Kilby
1	Dowd, Gordon Kingsbury	26		981	Main
	Duesel, Bernard Rock	29		65	Stafford
	Duggins, Lucie	ss	Richmond, Va.		
	Duke, Mary A.	s		17	Seymour
	Dulligan, Agnes V.	ss		49	Piedmont
	Dumas, Theodore Eugene	26		66	Francis
	Duncker, Karl, B.M.	Ps F	Berlin, Germany	166	Woodland
	Durgan, Elford Sturtevant, A.B.	26 Ch S	West Boylston		
	Dyer, George Burton	27	Framingham	16	Tirrell
	Eagan, Henry Francis	27		1	Freeland Terr.
	Earley, Sarah E.	ss s		833	Main
	Edwards, Magnus William	29		15	Rosemont Rd.
	Ekblaw, Augusta, A.M.	G g		6	Woodbine
	Ekblaw, Walter Elmer, A.M.	G F		6	Woodbine
	Enos, Bertram Louis	29	Winthrop		Estabrook Hall
	Epstein, George Nathan	26		180	Vernon

1 Abolian, Florence K., A.B. S 2nd sem.
2 Carlson, Miss E. S
3 Carey, Miss Helen S
4 Caradonna, Miss Rita S

Erickson, Franklin Carl	28		15	Forestdale Rd.
Fallstrom, Iver Waldemar	26		21	Thenius
Farnham, Rebecca, A.B.	ss	Medford		
Farrell, Albert LeRoy	ss 29		6	Beaverbrook Pky.
Farrell, Wilfred Raphael	28	Watertown, Conn.	6	Beaverbrook Pky.
Farrington, Wendell Fremont, A.M.	Ec F	Livermore Falls, Me.	166	Woodland
Fay, Louise	ss	Waltham		
Felt, William Norcross	26	Northboro	35	Maywood
Ferguson, John Henry, A.B.	Ch S		3	Ives
Fitzgerald, John Edward, Jr.	27	Fitchburg	12	Oberlin
3 > Fitzgerald, John Joseph	26		11	Euclid Ave.
Flagg, Edward W., A.M.	s	Potsdam, N. Y.	769	Main
Flanagan, Anna G.	ss		42	Dorchester
Fogarty, John Joseph, Jr., A.B.	ss		43	Birch
Forsberg, Randolph Walfred Archibald	27		148	Eastern Ave.
Forsythe, Marion B.	ss	Potsdam, N. Y.		
Ford, Anna J.	ss		43	Sterling
Foxhall, Harry	29			Estabrook Hall
Freedberg, Jacob	28		19	Ledge
*Fromén, Lars Moreau	29	New Britain, Conn.		
Fryer, Francis Lawrence	ss 29		42	Prescott
Furber, Mary Anna	ss	Framingham		
Gannon, Thomas Condon	26	New London, Conn.	12	Oberlin
Gardner, John Waite	29	East Orange, N. J.	66	Downing
Gates, Paul Wallace, A.M.	H F	Keene, N. H.	166	Woodland
Gaucher, Adrian Armand	29	Southbridge		Estabrook Hall
Geer, Gordon Nelson	27		1	Airlie
Geldard, Frank Arthur, A.B.	Ps S		39	Stoneland
Gerard, Wilhelmina	ss	Elmira, N. Y.		
Gervais, Roland Edmond	28		17	Hampden
Gilbert, Ralph Wesley, A.M.	Ps F	Leominster	4	Hancock
*Girard, Lillian, A.M.	ss G F	Southbridge	4	Downing
*Gist, Margaret A., A.B.	s	Leicester		
Gladding, George Roger, A.B.	Ch S	Chester, Conn.	9½	Hancock
Goddard, Mrs. Esther C.	ss		17	Gates Lane
Goeller, Robert Bruce	27	Garden City, L.I., N.Y.	35	Maywood
Goldblatt, Leo Arthur, A.B.	Ch S	Colchester, Conn.	30	Hitchcock Rd.
Goldman, Nathan	29		9	Lamar Ave.
Gorman, Edna L.	ss		3	Rutland Ter.
Gorman, Ruth E.	s		31	Woodford
Goss, George Lee	28		15	Trumbull Sq.
Grace, Charles	29		61	Dorchester
Grace, Sydney	29		30	South Lenox
Graf, Francis Otto	26	Ramsey, N. J.	973	Main
Graham, Clarence Henry	27		14	Lewis
Green, Hyman Howard	27	So. Norwalk, Conn.	875	Main
Griff, Samuel	26		170	Harding
Griffin, Helen M.	ss		36	East Mountain
Griffith, Clifford Ohlin	ss 26		16	Brownell
Grimwood, Mrs. Rachael Goebel	ss	Sterling, Ill.		
Grondahl, George Arvid	28	Maynard	973	Main
Haberman, James Charles	29	Holyoke		Estabrook Hall
Hadley, Allan Mathews	26	Hancock, N. H.	9½	Hancock
Hanover, Walter Smith, A.B.	Bi S	Groton, Conn.	78	Florence
Harden, Luberta Marie, A.B.	Ps S	Charleston, Wash.	2	Woodbine
Hargrove, Theodore Lincoln	29	Grafton		
Harney, Marion	ss		5	Dunbar
Harrington, Everett Wayne	29	East Haven, Conn.		Estabrook Hall
Harris, Marion V., B.Ed.	ss	Millbury		
Hartman, Raymond Porter	29	Leominster		Estabrook Hall
Heath, Charles Orville, M.H.	ss	State College, Pa.		
Heidelbaugh, Sue F.	ss	Philadelphia, Pa.		
Herbert, Mrs. Rose, A.M.	Ed g		749	Pleasant
Heres, Rufino Fernández	ss s		766	Main
Herr, Elizabeth	s	Peach Bottom, Pa.	4	Downing
Hickman, Elizabeth Lilliston, A.B.	H S	Baltimore, Md.	67	Charlotte
Higginbottom, Edwin	26	Millbury		
Hill, Irma Jones, A.B.	Ps S	Vincent, O.	28	Shirley
Hillman, Owen Norton	29	Edgartown		Estabrook Hall
2 > Hoffman, Albert	ss	South Lancaster		
Holmquist, Harold	s		18	Sherbrook Ave.
Holt, Corinne	ss	Hinsdale, N. H.		
Hopper, Arthur Decker	29	Pearl River, N. Y.		Estabrook Hall
Horne, Roger Bigelow	28	Millbury		
1 > Houston, Samuel Craig	s	Wellesley	766	Main
Hubbard, Arthur Dexter	29	Meriden, Conn.		Estabrook Hall

1 Howe, Miss M.T. S

2 Hodge, Mrs Thelma S

3 Fitzgerald, Miss Lenore E S

Hughes, Hartwell M. T.	28			34	Clark
*Ivok, Leo, A.B.	Ed g			54	Beacon
*Jackson, John Alfred	29	Durham, Conn.			
Jinno, Shiziyo N.	s	Whitinsville			
Jodrey, Viola, B.S.	H S	Lee, Me.		1	Hawthorne
Johnson, Carl Albert, A.B.	ss			36	Ames
Johnson, Emil, A.M.	ss H g			21	Stanton
Johnson, Franklin 3rd	29	Cambridge		2	Downing
Johnson, Olga A.	s			9	Falmouth
Johnson, Robert Edward	28	Palmer		35	Maywood
*Jonasson, Olof Georg, Phil.Lic.	G F	Stockholm, Sweden			
*Jones, Frank Donald	29	Warren			
Jones, Lloyd Charlton	28	Shelburne Falls		973	Main
*Kalijarvi, Gustave Bernhard	27	Gardner			
Kalijarvi, Thorsten, A.M.	ss	Durham, N. H.			
Kaneb, Albert Joseph	29			602	Grafton
Kangisser, George	28			40	Granite
Keller, Clarence Wakefield	27	Thomaston, Conn.		35	Maywood
Keller, Donald, B.S.	G S	Washington, Ind.		79	Gates
Kelly, Martin Joseph	29			34	Almont Ave.
Kennan, Richard B.	ss	Hazardville, Conn.			
Kennedy, Melvin Dow	29			17	Orchard
Kenney, Helen	ss			30	Russell
Kenworthy, Philip Warren	29	Springfield			Estabrook Hall
Kindred, Leslie Withrow, Jr.	28			31	Dayton
King, Andrew J., A.B.	ss			10	Caro
Klingele, Arnold Hermon	29			152	West
Kneeland, Marion Louise	ss			51	Hollywood
*Knight, Ella Bartlett, A.M.	G F	Omaha, Neb.			
*Knight, Raymond M.	29	New London, N. H.			Estabrook Hall
*Kolodny, Joseph	s	Roxbury			
Kraemer, Irving	28	Clinton		16	Tirrell
Krause, Christine M.	s	Dieterich, Ill.		6	Woodbine
Kremer, Abraham	29	Dracut			Estabrook Hall
Ku, Te Ming, A.M.	Ec F	Peking, China		4	Woodbine
Laakso, Eino Fred	29	Gardner			Estabrook Hall
LaFleur, Albert, A.M.	ss	Athens, O.			
Lagoudakis, Charilaos G., B.H.	H S	Crete, Greece			Estabrook Hall
Lamb, Wallace Emerson	26	Bolton Landing, N.Y.		78	Florence
Larkin, Mary J. M.	s			23	Benefit
Larrabee, Carlton Hardy	28	Leominster		4	Hancock
Lawson, Ebba	ss			10	Quist
Lee, Karl D., A.B.	ss	Hardwich, Vt.			
Lehman, Paul William	ss	Easthampton			
Lehnert, Oscar Frederick	28	New Haven, Conn.			Estabrook Hall
Lerner, Clara R., A.B.	ss			21	May
Lester, Willis Mason	28	Slatersville, R. I.		35	Maywood
Levenson, Benjamin, A.B.	H g			106	Salem
Leveque, Bertrand Edmund	29	New Bedford			Estabrook Hall
Levett, Abraham	29	New Haven, Conn.		24	Oread
Levitz, Aaron	29	West Springfield		875	Main
Liggett, John Riley, A.B.	Ps F	Lawrence, Kans.		166	Woodland
Lindberg, Vitales Lethine	27			37	Forbes
Lindeman, M. Eleanor	ss	Willimantic, Conn.			
Lippincott, Stuart W.	29			141	Austin
Little, James Guilford	27			3	Chadwick
Loewenberg, Bert James	ss 27	Boston		37	Tirrell
Loungway, Ferdinand John	26			4	Marston Way
Lukens, Frank Nelson	29	Burlington, N. J.			Estabrook Hall
Luvisi, Fred Paul	29			51	Suffolk
Lyon, Everett Stanley, A.M.	Ps F			9	Knox
Lyons, David A.	29	Lawrence			Estabrook Hall
McGinnis, Henry Horatio	29			8	Woodbine
McHugh, Hannah T.	s			44	Dorchester
* McKelligett, Marguerite C., A.B.	s	Warren			Normal School
McKelvey, Blake F., A.B.	H S	Hazelton, Pa.		24	Beaver
*McLean, Frank Thomas, A.B.	Ed S			119	Pilgrim Ave.
McNamara, John Moore	s	Webster			
McQueeny, Theresa Frances	s			35	Westminster
McVey, Mrs. Gertrude I.	s			44	Stafford
MacDonald, Herbert Andrew	29	Peterborough, N. H.			Estabrook Hall
MacGeoch, John Bartle	28			43	Harvard
MacKay, Donald James	s			16	Randolph Rd.
*Macpherson, Lorain Corsair	29	Norwich, Conn.			
Maher, Lillian Jaquith	s			12	May
Maher, Margaret Elizabeth	s			766	Pleasant
1 Kane, Mary F	S				
2 Kinsley, Mrs E.L.	S				

Malumphy, Thomas L., A.B.		s	Housatonic	941	Main
Mansur, Lawrence Cutler		29		138	Maywood
Marden, Mrs. Leslie O.		ss	Leicester		
Martin, Mrs. Maud C., A.B.	ss	G S	Cleveland Heights, O.	2	Woodbine
Master, Moses		28	Yantic, Conn.	24	Oread
Matthews, Marietta, A.M.		ss		37	Merrick
Mattson, Arthur Emil		29	Danbury, Conn.		Estabrook Hall
Mayo, Barbara		ss	Gardner		
Mead, Raymond George		26	Springfield	766	Main
Means, George R.		ss	Bloomington, Ill.		
Meenes, Max, A.M.	Ps	F		13	Palm
Merritt, Bessie Alice		s	Sheridan, N. Y.	140	Elm
Meskis, Sister M. Beatrice		s	Chicago, Ill.	46	Providence
Mettler, Frederick Albert		29	Weehawken Hts., N.J.		Estabrook Hall
Meyer, Leo J., A.M.		s	Framingham		
Mickus, Sister M. Francesca		s		46	Providence
Miller, Pearl A.		ss		95	West
Miller, Wilbert Logan		ss		39	Shirley
Mills, Frederick Thomas		28		129	Austin
Milstead, Harley Porter, B.Ed.	G	S	Normal, Ill.	9	Hawthorne
Montgomery, Eugene Prouty		ss	Southboro		
Montrose, Mrs. Charlotte E., B.E.		ss	Salt Lake City, U.		
*Moore, Dwight Herrick		29	Huntington		
Moore, John Robert		27	Winsted, Conn.	35	Maywood
Morrill, Emmet Thaddeus		27	Brockton	766	Main
Morris, George William, A.M.	G	F	Truro	4	Norwood
Morrow, Curtis Hugh, A.M.		ss	Waterville, Me.		
Mullany, Catherine Pauline	ss	s		51	Downing
Murdock, M. Phyllis		ss	Webster		
Murphy, John F., B.S.		s	Fitchburg	50	Nashua
Murphy, Maude A.		ss		21	Rockdale
Murphy, Theresa M.		ss	Rio Piedras, P.R.		
Nadler, Matthew		29		4	Franconia
Nafe, Robert Wallace, A.M.	Ps	F	Boulder, Colo.	12	Oberlin
*Nagaiwa, Yayoi		s	Yokohama, Japan		
Nants. J. Stanley, A.M.		ss	St. Louis, Mo.		
Nason, G. Bernice		ss		10	Chatham
Newton, Lawrence Irving		29	Auburn		
Nicol, Theodore	ss	26		33	Millbury
Niman, William Arthur		29		7	Coral
Noble, Dorothy Vernon, A.B.	G	S	Chicago, Ill.	35	Clement
Nute, Harold Alfred		ss		46	Summerhill Ave.
*Nylund, Emil Edwin, Th.B.		s		60	Olga Ave.
O'Bryan, Henry Miles		26	Fort Scott, Kans.	16	Tirrell
O'Connell, Katharine M.		ss		6	Germain
O'Connor, Delia Gertrude		s	Spencer		Ledge St. School
O'Halloran, William Francis		s	Brockton	974	Main
O'Hara, Abigail Loretta	Ed	g		20	Vernon
O'Leary, Mary B.		ss		57	Channing
O'Neill, John Arthur		29	Farnumsville		
O'Rourke, John E., A.B.		ss	Holyoke		
*Ostrom, Abbie C.		s		63	Chester
Packard, Leonard O., B.S.	ss	s	Needham		
Page, John Lorence, A.B.	G	g	Norman, Okla.	166	Woodland
Painter, Francis Midforth, A.B.	H	F	Vancouver, B. C.		Estabrook Hall
Panarity, Gerim Mosa		26	Brimfield	7	Circuit Ave.
Parker, John Jackson		29	Fairhaven		Estabrook Hall
Partridge, Leslie Walton		29		423	Pleasant
Patchett, Howard G., A.B.		s	So. Lancaster		
Payne, Arvella		ss	Middletown, N. Y.		
*Pearson, Carl William		28		57	Proctor
Peters, John Lovett		27	East Holliston	156	Woodland
Peterson, Ernest Gustaf		28		3	Wilkinson
Piper, Randall Howe		s	Holden		
Pitcher, Thornton Lewis	ss	27		35	Shirley
Pitkin, Victor Ellsworth		29	Marshfield, Vt.		Estabrook Hall
Plumb, Philip Bissell	ss	27	Litchfield, Conn.	16	Tirrell
Podnetsky, Samuel		29	Hartford, Conn.	908	Main
Pohle, Lawrence Richard		28	Franklin, N. H.	973	Main
Pohlman, Kenneth Ellsworth		26	New Britain, Conn.	12	Oberlin
Pollock, Morris P.		29	Lawrence		Estabrook Hall
*Pooler, Priscilla Alice, A.M.	Ps	F	Webster		
Porter, Gordon Disbrow		27	New Britain, Conn.	35	Maywood
*Potter, Charles		29	Providence, R. I.		
Potter, Everett A.		ss		47	Benefit
Preissel, William Frederick		26	New Britain, Conn.	87	Florence

Price, Mrs. Lucy B., A.B.	ss	Sublette, Kans.			
Proctor, Miriam	ss	Stamford, Conn.			
Prouty, Etta F.	ss	Shrewsbury			
Quinn, James	28		93	Cutler	
*Rainville, Earl David	29	Leominster			
Raphael, Ralph	29		8	Ashmont Ave.	
Ratner, Eli Harry	27	New Haven, Conn.	875	Main	
Raymenton, Marion Ward, A.B.	H F	Cavendish, Vt.	12	Oberlin	
Read, Francis Arnold	29	Danbury, Conn.		Estabrook Hall	
Reardon, Margaret M., A.B.	ss	N. Grosvenordale, Ct.			
Reddig, Etta E.	ss	Reading, Pa.			
Regan, Ellen Frances	ss		38	Sterling	
Reiche, Howard Charles, A.B.	ss	Portland, Me.			
Reid, Frank Jay	ss 26	Amsterdam, N. Y.	52	Woodland	
Revzin, Seymour	28		28	Marion Ave.	
*Reynolds, Fordyce T., A.M.		Gardner			
Rich, George Bradford	28	Fort Fairfield, Me.	35	Maywood	
Richard, Pauline	ss	Spencer			
Richards, Gragg, A.M.	ss G F	New York, N. Y.	15	Shirley	
*Ridgley, Winifred Rosamond, Ph.B.	G g		166	Woodland	
Riley, Robert Francis	s		35	Park Terrace Rd.	
Rogers, John Harold	26		32	Windham	
Rogin, Edward Sagor	29	New Britain, Conn.		Estabrook Hall	
*Roope, Percy Martin, A.M.	Ph F		15	Shirley	
Ross, Burgess B., A.M.	ss	So. Lancaster			
Ross, Mrs. Hallie Loree Snider, A.M.	ss	So. Lancaster			
Rothman, Theodore	28	Bronx, N. Y.	37	Tirrell	
Roy, Satyananda, A.M.	Ps F	Calcutta, India	766	Main	
*Russell, Edward Dow, A.M.	s		4	Hudson	
Russell, Elizabeth B.	ss		12	Rosemont Rd.	
*Russell, Henry Harrison, A.M.	G F		516	Park Ave.	
Sachs, Jacob Yank	26	New Haven, Conn.	875	Main	
Sanford, Mrs. Florence Clapp, A.B.	s	No. Grafton			
Sanger, Quintin Marcellus	28	Putnam, Conn.	78	Florence	
Sargent, Warren Russell, B.S.	ss			Worcester Acad.	
Scanlon, John Joseph	29		46	Beaver	
Scannell, Agnes Veronica	ss		2	Woodbine	
Schaefler, Martin	28	New Haven	16	Shirley	
Schofield, Ellen M.	ss		12	Fales	
Schweitzer, Francis George	28	New Britain, Conn.	12	Oberlin	
Scott, Allan Charles	29	Westboro			
Scott, George W. A., M.L.	ss	Tuskegee Inst., Ala.			
Seaward, Frances L.	ss	Manchester, N. H.			
Shafer, Harley Hall	s	Willimantic, Conn.			
Shanahan, Raymond Philip	29		122	Lincoln	
Shea, Edward James, A.B.	s		634	Southbridge	
Sheftel, Harry Bernard	28		153	Providence	
Shepard, Margaret	ss	Shrewsbury			
Sherinyan, Elizabeth	ss		44	Dover	
Shields, Hazel Deane	ss s	Melrose	16	Shirley	
Shipman, Fred Waldo	28		129	West	
Showell, Townsend D.	ss	Absecon, N. J.			
Shrager, Arthur Marthmore, A.B.	ss		4	Spurr	
Silk, Ellen M. H.	ss	Spencer			
Silverman, David	29		25	Woodford	
Silverman, Samuel	ss 27		1054	Main	
Simmonds, William Melvin	29	New Haven, Conn.		Estabrook Hall	
Simmons, Anna E.	ss	Dublin, N. H.			
*Slade, Frank David	29	Pearl River, N. Y.			
Slate, Robert Irving	29	Bernardston		Estabrook Hall	
Sleeper, Lewis Maxwell, A.B.	Ph S	Oxford			
*Slowick, Anthony John	s	Palmer			
Small, Ralph Leslie	27	Northboro			
Smith, Abraham	29	Fitchburg			
*Smith, Mrs. Ada Bradford	s	Auburn, Me.			
Smith, Benjamin	29	Lowell	875	Main	
Smith, Louis Varance	ss 26		99	Penn. Ave.	
*Smith, Norman Hugh	29	Northboro			
Smith, Pauline Allis, A.M.	H F		11	Coventry Rd.	
Snape, Thelma Lenora, A.B.	H S	Camden, N. J.	2	Woodbine	
*Southard, Edward	29	Rockville Ctr,LI.,NY.			
Spadola, John Michael	28		60	Suffolk	
Spillman, Gustavus L., A.M.	ss	Louisville, Ky.			
Sprague, Edith D., A.B.	ss		10	Elbridge	
Springs, James Davis	26	Merchantville, N. J.	78	Florence	

Stanton, Cora A	s	W. Chesterfield	682	Main
Stetson, William Clark	26		35	Maywood
Stevens, Mrs. Althea	s	Grafton		
Stewart, Walter Grant	29		19	Kingsbury
Stiles, Gertrude A.	ss	Holden		
Storer, Irving Lombard	26		3	Chamberlain Pky.
Sullivan, John Joseph	28		2	Wyman
*Sullivan, John Joseph	s	~~Boston~~ 9 Newbury St.		
Sumner, Dorothy S.	ss		360	Salisbury
Surabian, Simon	26	West Boylston		
Swan, Paul Richard	26		50	Holden
Swartz, David Eli	27		48	Barclay
Tabor, Osborne Bailey	27	Southbridge	78	Florence
Tarlov, Isadore Max	26	So. Norwalk, Conn.	875	Main
Tashjian, John	26	Brockton	24	Beaver
Tate, Ulysses Simpson	s	Washington, D. C.	4	Pelham
Tatham, Stanley Joseph	28		973	Main
Tausch, Mrs. Elizabeth	ss	Kenmore, Ohio		
Taylor, Edward Reed	29	St. Albans, L.I., N.Y.		Estabrook Hall
Thomas, Mary L., B.S.	ss		10	Chatham
Tierney, Thomas Joseph	27		62	Sterling
Tomajan, Russell	28		272	Burncoat
*Treahey, Esther George, A.M.	G F	Columbus, Ohio	33	May
*Tripp, Frances Vandervoort, A.M.	s	Brookline		
Ussher, Sydney Raynolds	29		10	High
Van Cleef, Eugene, B.S.	G F	Columbus, Ohio	50	Maywood
Van Cleef, Mrs. Frieda	s	Columbus, Ohio	50	Maywood
Varnum, Cecil Brown	29		97	Beaconsfield Rd.
Vincent, Charles Blanchard	29	Groton, Conn.		Estabrook Hall
*Walker, Madeline B, A.M.	s	Framingham	39	William
Walker, Margaret Collver, A.M.	G F	Mills College, Calif.	941	Main
Wallace, Grace	ss	Greensburg, Pa.		
Wallin, Gertrude	ss		24	Cleveland Ave.
Warren, Eleanor L., A.B.	ss	Leicester		
Watson, Elizabeth B., A.B.	s	Northwood Narrows, N. H.	32	Dean
Weber, Henry John	26	Cooperstown, N. Y.	87	Florence
Weed, Bester Cicero	26		63	Plantation
Welson, Milton Kibbe	29	Holyoke		Estabrook Hall
*Wemple, Wallace Jerome	29	New London, Conn.		
West, G. F. Jr., A.B.	ss	Waco, Tex.		
Wharton, Minnie	ss	Sterling, Ill.		
Wheeler, John S.	ss		708	Park Ave.
Whiting, Hartshorn Stanley	28		199	May
Whittier, Mabel C.	s		2	King
Wiggin, Rebecca	ss	Spencer		
Wilder, Frank Woodman	28		3	Bernice
Williams, Gertrude Edith, A.B.	H g		4	Orne
*Williams, John Lincoln, A.M.	H g		16	Beaconsfield Rd.
Williams, Ruth A.	ss	Morristown, N. J.		
Wilmouth, Irene F.	s		31	Lovell
Wilson, Elliott Henry	29	Peabody		Estabrook Hall
Wolfe, Meyer David	28		57	Arlington
Young, Richard Ellsmore	27	Athol	30	Dewey
Zarrow, Harry	27	Millbury		
Zeller, Rose	ss	Springfield, Ill.		
Zumpfe, Leroy Clifford	29	Webster		

Summary 1925-26

Undergraduates		236
Freshmen	106	
Sophomores	51	
Juniors	35	
Seniors	44	
Graduate Students men 50, women 21		71
Full time	54	
Part time	17	
Special Students men 32 women 36		69
Summer School Students (1925)		135 ~~142~~
Total		511 ~~518~~
Deduct (counted twice)		23
Net Attendance		488 ~~495~~

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Clark University Bulletin

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Summer School Number

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Schedule of Lecture and Recitation Hours

Instructor	8	9	10	11	12	Afternoon
Atwood					Geography 21	Geog. 11*, 31
Brooks	Geography 23		Geography 12w			Geography 32
Burnham				Geography 16		
Closson			French 1	French 2		
Dashiell			Psychology 1	Psychology 2		
Dodd		English 12	English 3			
Garis	Economics 3	Economics 1				
Hedges		History 20	History 21			
Hodge		German 2	German 1			
Illingworth	English 9		English 15	English 5		
Jones	Geography 15	Geography 24				Geography 35
Little					Geology 1	
Lowrie	History 17	History 22				
Ridgley	Geography 27	Geography 17				
Russell				Geography 19		
Geography Staff						Geography 30†

NOTE: All the above courses are Summer School courses. The symbol "SS" before the numeral which distinguishes courses in Summer School from those given during the regular academic year, is omitted.
*Friday afternoons and Saturdays. †Wednesdays at 3.

Calendar

July 6, Tuesday, 10 A. M. Registration begins.
12 M. Opening Assembly, New Auditorium.
8-10 P. M. Reception to Members of the Summer School by President and Mrs. Atwood, at the President's house, 160 Woodland Street.

July 7, Wednesday, 8 A. M. Lectures and recitations begin.

July 8, Thursday, 8 P. M. Open lecture in New Auditorium "Switzerland." Illustrated. President Atwood

July 15, Thursday, 8 P. M. Open lecture. "Economic Development of the South." Professor Roy E. Garis

July 22, Thursday, 8 P. M. Open lecture. "South America." Illustrated. Professor Clarence F. Jones

July 24, Saturday. Mountain Day. Field Trip to Mt. Monadnock, N. H., under the direction of President Atwood.

July 29, Thursday, 8 P. M. Open lecture. "Concord and Vicinity." Illustrated. Professor Loring H. Dodd.

July 30, Friday, P. M. Trip to Walden, Concord and vicinity under the direction of Professor Dodd.

Aug. 5, Thursday, 8 P. M. Open lecture. "Camps and Climbs with a Geographer." Illustrated. President Atwood.

Aug. 12, Thursday, 8 P. M. Summer School Commencement. Conferring of Degrees.

Aug. 14, Saturday, 8 A. M. Field courses begin.

Aug. 27, Friday. Field courses end.

COMMITTEE OF THE FACULTY ON THE SUMMER SCHOOL

The President of the University
The Director of the Summer School
Messrs. Blakeslee, Melville, Murchison

Officers of Instruction and Administration

WALLACE WALTER ATWOOD, PH.D. — Geography

B.S., University of Chicago, 1897; Ph.D., 1903. President of Clark University and Director of the Graduate School of Geography.

DOUGLAS CLAY RIDGLEY, PH.D. — Geography

A.B., Indiana University, 1893; M.S., University of Chicago, 1922; Ph.D., Clark University, 1925. Director of the Summer School and Associate Professor of Geography in Education, Clark University.

CHARLES FRANKLIN BROOKS, PH.D. — Meteorology and Climatology

A.B., Harvard University, 1911; A.M., 1912; Ph.D., 1914. Associate Professor of Meteorology and Climatology, Clark University.

CLARENCE FIELDEN JONES, PH.D. — Geography

B.S., University of Chicago, 1917; Ph.D., 1923. Assistant Professor of Economic Geography, Clark University.

H. HARRISON RUSSELL, A.M. — Geography

B.Ed., Illinois State Normal University; A.M., Clark University, 1924.

GUY H. BURNHAM, A.M. — Cartographer

A.B., Clark University, 1916; A.M., 1922, Clark University.

HOMER PAYSON LITTLE, PH.D. — Geology

A.B., Williams College, 1906; Ph.D., Johns Hopkins University, 1910. Dean of the College and Professor of Geology, Clark University.

JAMES BLAINE HEDGES, PH.D. — History

A.B., University of Missouri, 1915; A.M., 1916; Ph.D. Harvard University, 1924. Assistant Professor of American History, Clark University.

SELDEN GALE LOWRIE, PH.D. History and Political Science

A.B., Knox College, 1907; A.M., University of Illinois, 1908; Ph.D., University of Wisconsin, 1912. Lecturer, Tsing-Hua College, Peking, 1922-23, and Canton Christian College, 1923. Professor of Political Science, University of Cincinnati.

ROY L. GARIS, A.M. Economics

A.B., University of Virginia, 1919; A.M., 1920. Assistant Professor of Economics, Vanderbilt University, Nashville, Tennessee.

JOHN FREDERICK DASHIELL, PH.D. Psychology

B.S., Evansville College, 1908; B.L., 1909; A.M., Columbia University, 1910; Ph.D., 1913. Professor of Psychology, University of North Carolina.

LORING HOLMES DODD, PH.D. English

A.B., Dartmouth College, 1900; A.M., Columbia University, 1901; Ph.D., Yale University, 1907. Professor of Rhetoric, Clark University.

ROBERT STANLEY ILLINGWORTH, A.B. English and Dramatics

A.B., Clark College, 1917; Student, American Academy of Dramatics, 1917-18. Professor of Public Speaking and Director of Dramatics, Lafayette College.

EARLE RUSSELL CLOSSON, A.B. French

A.B., Clark University, 1920. Instructor in Modern Languages, Worcester Polytechnic Institute.

THEKLA E. HODGE, B.ED. German

Head of the Department of Modern Languages, Athol High School.

CAREY EYSTER MELVILLE, A.B. Registrar

A.B., Northwestern University, 1901. Associate Professor of Mathematics and Registrar, Clark University.

EUGENE C. BELKNAP **Curator**

FLORENCE CHANDLER Bursar

The Summer School at Clark University

Clark University is now laying very special emphasis on fields of study that lead to a better understanding of national and international problems. Geography, Economics, History and International Relations and Psychology are of fundamental importance to all students interested in the solution of the larger problems now before the world.

These studies are especially essential in the training of teachers who recognize as their goal the development of the highest type of citizenship. A knowledge of the geographic environment and its influence upon human affairs, and a knowledge of the history of peoples and of how they make a living as well as an appreciation of social psychology should help to dissipate fears and suspicions and lead in the end to a better understanding among the nations of the world.

In addition to courses in Geography and allied departments the Summer School intends to provide at each session as many courses for students whose interests lie outside these fields as the demand and the facilities of the University for giving summer instruction will justify. Such courses are offered for the summer of 1926 in Geology, English, French, and German.

The work of the Summer School is intensive, and courses meet five times a week. Enrollment in three courses is considered a full program, and many students, it is believed, will find it advantageous to concentrate all their energies on the work of two courses or even a single course.

LOCATION AND BUILDINGS

Clark University occupies a tract of ground lying between Main and Woodland and Maywood and Downing Streets in the city of Worcester, situated about a mile and a quarter from the City Hall, on one of the principal trolley lines. Some cars run directly from the Union Station past the University; other cars make connections at the City Hall with cars running south on Main Street which pass the University.

The office of the Summer School is located in the Jonas G. Clark Hall, which contains also the general offices of the University, as well as the administrative offices of the Collegiate Department. In the Jonas G. Clark Hall are the Auditorium and many of the lecture and recitation rooms, and in this building most of the exercises of the Summer School are held. The office of the

President of the University is in the Geography Building where some classes are held and the Geography Workroom is located.

In the Science Building are located the lecture rooms and laboratories of the departments of Physics and Chemistry.

All the classroom, library, and laboratory facilities of the University, so far as they pertain to the subjects of instruction offered, are at the disposal of students of the Summer School.

THE LIBRARY

The Library of the University was provided with a generous endowment by the founder of the institution, and affords especially favorable opportunities for study and research. It occupies a large and handsome building at the corner of Main and Downing Streets. The Library now owns more than 109,000 bound volumes and pamphlets, and the Reading Room receives more than 500 journals. All the privileges of the Library are open to all members of the University, and each member has direct access to every book and journal.

In addition to the library facilities provided by the University, students may avail themselves of the privileges of other excellent libraries in the city. The Worcester Public Library contains some 245,000 volumes and makes accessible to the public about 600 newspapers and magazines. The educational books in the Circulating Department of the Public Library have been grouped together in a corner of the Delivery Room, where they may be inspected by persons interested. Teachers' magazines, with other interesting pedagogical material, may be consulted in the Children's Department and in the General Magazine Reading Room. The Library of the American Antiquarian Society, housed in the national headquarters of the Society in Worcester, contains more than 148,000 volumes, and some 223,600 pamphlets. In addition to the Society's valuable manuscript of the Colonial period, it has an unequaled collection of books printed in America in the early period, and of American newspapers from 1660 to 1860.

ADMISSION TO THE SUMMER SCHOOL

Graduates of colleges, technical schools, normal schools, or secondary schools, college students, and teachers in schools of any grade are admitted as a matter of course upon application. Other applicants are admitted upon approval of their qualifications for the work which they desire to do. Students in the collegiate department of Clark University who desire to have work

done in the Summer School credited toward an A.B. degree are required to obtain the approval of the Registrar for all courses to be so credited.

REGISTRATION

Persons who desire to enter the Summer School should detach and fill out the application form which is printed at the end of this BULLETIN and forward it, with the registration fee of two dollars, to the Registrar of Clark University. The amount of the registration fee will be deducted from the tuition fee when the latter is paid. Checks should be made payable to Clark University Summer School.

The registration of all students in all courses should be completed on July 6. To this end students should, as far as possible, determine before the opening of the session, through personal conference or correspondence with the Director, the Registrar, or the various instructors, the courses in which they expect to register.

Formal registration will take place between 10 A. M. and noon on Tuesday, July 6, in the Jonas G. Clark Hall. All instructors will be on hand for consultation and for signing registration cards between these hours. The opening assembly of the Summer School will be held in the Auditorium, July 6, at 12 o'clock. Class work will begin promptly on Wednesday morning.

CREDIT FOR WORK DONE

Some of the courses of instruction in the Summer School are of college grade, others are strictly graduate courses, and many are open both to undergraduates and to graduate students. Undergraduate courses only are offered in economics and sociology, psychology, foreign languages, and English.

Unless otherwise announced, each course is designed to cover the equivalent of two semester hours of credit, and is so credited when applied toward a degree in Clark University.

Credit earned in the Summer School may be applied toward the fulfillment of the requirements for the degrees of Bachelor of Arts, Bachelor of Education, or Master of Arts, in accordance with the general regulations of the University concerning these degrees by students who have been formally admitted as prospective candidates for a degree.

Attendance at four sessions of the Summer School will ordinarily be considered as fulfilling the residence requirements for the degree of Master of Arts, provided the student's programs

are approved by his major department and on condition that he devote his entire time during the sessions to graduate work. A thesis is required in addition to work done in courses. The degree of Doctor of Philosophy can not be secured by summer work alone.

A certificate, with a statement of courses taken and grades received will be furnished at the close of the session to all students who desire it. In order to obtain a prompt report, students should leave an addressed envelope at the Registrar's office during the last week of the session.

BACHELOR OF EDUCATION DEGREE

The detailed requirements for this new degree for teachers, which was established by the University in the fall of 1923, are published in the General Catalogue and may be had separately upon application to the Registrar of the University for BULLETIN 24.

The degree is designed for teachers, both men and women, who are unable to enter undergraduate classes during the regular academic year, but are enrolled in the Summer School or attend Saturday classes or other courses open to them under the regulations of the institution. It corresponds to the degree of the same name given by Brown University and to the degree of Bachelor of Science in Education given by Harvard University and Boston University respectively.

To secure this degree the attainment of 120 hours of college credit is required. The completion of the standard two-year course in a Massachusetts state normal school may usually be counted for 54 hours. At least 30 semester hours of credit must be earned in residence at Clark University, either during sessions of the Summer School or during the regular academic year.

TUITION AND FEES

Students taking two or more courses will pay a fee of thirty-five dollars; those who desire to take but one course may do so upon payment of a fee of twenty dollars, which will entitle them also to all special privileges of the Summer School. The same charge is made for courses taken by students as auditors as for courses taken for credit. For a statement of fees for Field Trips to be conducted by the Department of Geography following the Summer School, see page 16.

Students registering in the Summer School who have not previously been enrolled in the Summer School or in some other

department of Clark University are required to pay the University matriculation fee of five dollars. This fee is not paid again by students who return for subsequent summer sessions, or who at any later time take up work at this University during the regular academic year.

Tuition may be paid at any time before noon of Saturday, July 10. Checks should be made payable to Clark University Summer School.

BOARD AND ROOMS

The rooms in the new college dormitory, Estabrook Hall, will be available for women students during the Summer School. These rooms are exceedingly attractive and the Hall is very conveniently located. A number of two-room suites are available furnished with everything necessary *except bedding,* for two persons and they rent for $4 per week, per occupant. One person may secure a two-room suite for $7 per week. A few large rooms each suitable for two persons, furnished *except for bedding,* are rented at $3 per week, per occupant; for one person, $5 per week. Early correspondence is invited, as a number of rooms have already been reserved by former students. Good rooms may be had in private homes near the University. The Dining Room is located in Estabrook Hall and table board will be provided for any member of the Summer School at $8 per week.

The Faculty House, on Woodland Street across from the University, and one or more of the college fraternity houses will probably be available for the accommodation of a limited number of Summer School students.

OUTSIDE ACTIVITIES

It is the intention of the Summer School not only to provide a daily program of serious work, but to afford the students and instructors opportunities for relaxation and enjoyment as well. Among these are courses of public lectures, entertainments, and excursions to places of scientific or historic interest. The working schedule has been planned so that those who desire to take advantage of the excursions or to visit Boston or other neighboring cities at week-ends may do so without detriment to their regular work.

The University Gymnasium and the Maywood Street tennis courts provide opportunity for both indoor and outdoor exercise. The summer climate of Worcester is pleasant; periods

of excessive heat are rare; and Lake Quinsigamond, at the edge of the city and easily accessible by trolley, offers excellent facilities for boating and canoeing. Coes Pond, within easy walking distance of the University, is a favorite resort of summer bathers.

EXCURSIONS

Saturday and afternoon excursions conducted by members of the Summer School staff have been instructive and enjoyable features of past sessions. Some of the points visited by these volunteer groups have been Mt. Wachusett; Mt. Monadnock; the Connecticut valley including Mt. Tom; Plymouth; Provincetown; Boston, Salem and Marblehead; Lexington and Concord; Cohasset, to hear the most famous carillon in America. For the coming session trips will be planned to suit the interests of the student body.

MUSEUM MATERIALS

Mr. Eugene C. Belknap, Curator, Department of Chemistry, will provide a selection of literature, pictures, and specimens appropriate for use in geography teaching. A general meeting of interested teachers will be called during the second or third week of the session, at which the method of securing such material will be explained. After the first general meeting Mr. Belknap will give special information to groups of teachers or to individuals during the remainder of the term.

DRAMATICS

The public performances of the class in Dramatics, English 5, are among the pleasantest features of the Summer School session. There are always two or three in the fine theater proper of the University and a third, generally scenic from Shakespeare, in the open-air theater which the University also possesses.

THE SUMMER SCHOOL ASSOCIATION

The Summer School Association was organized by the students at the first session of the Summer School in 1921. The Association promotes the social activities of the school during the summer session and holds an annual reunion during the year. Every student is urged to participate in the plans of the Association as developed during the term.

THE SUMMER SCHOOL ROSTER

The names of students of the Summer School, with their home addresses, will be found in the General Catalogue of the following academic year, along with those of students in attendance during the regular academic year.

Courses of Instruction

GEOGRAPHY

The courses in geography announced here are planned for college students working toward the degree of Bachelor of Arts, as well as for candidates for the degrees of Bachelor of Education or Master of Arts, and include various undergraduate and graduate courses in the several phases of the subject. Certain fundamental courses will be presented every summer, while others will be given every other year. At any summer session, however, courses not regularly planned for that summer may be given if there is a demand and if a reasonably large class is assured.

Special help in cartography will be offered in the Workroom by Mr. G. H. Burnham to all whose assignments involve the preparation of maps or who wish to practice map-making. Also Dr. Atwood will give lessons in blackboard chalk modeling to those who desire them.

Courses marked with an asterisk (*) are graduate courses. These courses are open to undergraduates, subject to the approval of the instructor in each case.

SS11. Field Work in Geography. To meet a demand which has frequently been made for greater training in field observations this course will be so planned that the students will make a number of excursions to places of special interest in New England, and will also be assigned to do some independent work in the vicinity of Worcester. All students planning to take this course must reserve Friday afternoon and all day Saturday of each week.

Field excursions will be by motor bus. The Friday afternoon may be used for shorter field excursions, but sometimes it will be necessary in order to reach more distant points to start Friday afternoon and not return until late Saturday night.

The New England region is classical ground for the student of Geography, and the opportunities for studying Physiography, Industrial Geography and Land Utilization, and points of his-

toric significance are far greater than the time provided for this course will permit.

Friday afternoon, and all day Saturday PRESIDENT ATWOOD

SS12w. Weather. An elementary course in "Laboratory Science" dealing with: (1) the essentials of observing and forecasting the weather, with daily practice in both; (2) how the earth's surface and atmosphere are warmed and cooled; (3) moisture in the atmosphere, sources, forms of condensation and precipitation; (4) winds and storms. Enrollment may be for either 2 or 3 hours' credit. This course is prerequisite for the tries, the trade, and recreational activities. The course will afford laboratory science course, Climate, to be offered next year on the agricultural enterprises, the fisheries, the manufacturing indus- an introduction to the study of Regional Geography, to the collection and interpretation of statistics, and to the methods of same basis.

Daily, except Saturday, at 10. ASSOCIATE PROFESSOR BROOKS

SS14 Economic Geography

SS15. The Geography of New England. An intensive survey of a small but complex region; an interpretation of the relation of the factors of the natural environment to the field investigation.

Lectures on Monday, Tuesday, and Wednesday at 8. Laboratory on Thursday, two hours, to be arranged. One field lesson per week on Friday or Saturday ASSISTANT PROFESSOR JONES

SS16. Graphics and Cartography. This course will aim to help teachers to a better understanding of graphic methods and map projections. Some time will be spent in the construction and discussion of charts, graphs, and diagrams, but the major part of the course will be devoted to cartography. The more important map projections will be drawn and their advantages and disadvantages discussed. This work will be supplemented by a survey of the map and atlas collection in the Geography Workroom.

Daily, except Saturday, at 11. MR. BURNHAM

SS17. The Teaching of Geography in the Elementary School. An examination of recent courses of study. Methods of presentation suitable for elementary school and junior high school, including the problem method and pro-

ject method. Standard equipment for geography teaching. Local field lessons and their application to the various grades. Wide library reading; consideration of the effective use of pictures, maps, and printed matter in the geography textbook. The library contains an extensive collection of recent books for teachers and pupils, and the Geography Workroom offers exceptional opportunities for the making of maps for classroom use. Students should bring with them the textbooks used in their schools. This course was formerly SS28.

Daily, except Saturday, at 9. ASSOCIATE PROFESSOR RIDGLEY

SS19. The Teaching of Europe and Asia. This course deals with both method and subject matter suitable for the teaching of geography in the upper grades of the elementary school. Emphasis is placed upon the influences which physical environment has upon the activities of the people of Europe and Asia. Specific map studies are made. Suitable problems and projects are developed concretely in the course. Library equipment is used to acquaint students with material available for use in teaching the geography of these continents.

Daily, except Saturday, at 11. MR. RUSSELL

***SS21. Regional Geography.** The course will include a discussion of the fundamental principles underlying the subdivision of the continents into geographic regions. The physical geography of each of the major regions of North America will be presented in some detail and similar regions in other parts of the world will be treated briefly for purposes of comparison. Consideration will also be given to the human response to the physical and economic conditions in each of the regions within North America. The major controls of the climate of North America will be presented by Dr. Brooks.

Daily, except Saturday, at 12. PRESIDENT ATWOOD

***SS23. Climatology of North America.** An advanced course based essentially on R. DeC. Ward's new book, *The Climates of the United States.* Laboratory work in handling and mapping climatic data. Enrollment may be for either 2 or 3 hours' credit.

Prerequisites: elementary meteorology and climatology, equivalent to SS12.

Daily, except Saturday, at 8. ASSOCIATE PROFESSOR BROOKS

***SS24. Economic Geography of South America.** A survey of the economic activities of the people of South America in relation to the environmental complex; the economic problems facing the South American republics; the major geographic regions of the countries; South American trade developments. Primarily a lecture course with assigned readings and two short papers. The period on Friday will be devoted to illustrated lectures to which students not registered in the course will be invited.

Daily, except Saturday, at 9. Assistant Professor Jones

***SS27. Geography in Education for Special Teachers.** A general view of geography in the elementary school, normal school, college, and university. Opportunity for each member of the class to work out plans for teaching or supervision in fields of special interest, with special reference to the work of next school year. A study of the geography equipment at Clark University in relation to the needs of members of the class. Problems of making courses of study for individual use or for a school system. A few illustrative field lessons. The Library and Geography Workroom are well equipped for pursuit of this course. This course was formerly SS18.

Daily, except Saturday, at 8. Associate Professor Ridgley

***SS30. Seminar in Geography.** Discussion for graduate students of geography; review of recent publications. Reports on thesis work.

Wednesday, at 3. The Geography Staff

***SS31. Research in Regional Geography.** For students who are prepared and ready to undertake thesis work in partial fulfillment of the requirements for a graduate degree.

President Atwood

***SS32. Research in Climatology.** For properly qualified graduate students only.

Associate Professor Brooks

***SS35. Research in Economic Geography.**

Assistant Professor Jones

GEOLOGY

SS1. Introduction to General Geology. This course will open with an elementary study of rocks and minerals in-

tended to familiarize the teacher with the names and origin of such specimens as pupils are likely to bring to the school for identification. This will be followed by a discussion of the origin and interpretation of scenery, with special application to New England. The course will close with an outline of the past changes in geography and life which a systematic study of the earth reveals. Field excursions and laboratory work. $2.00 laboratory fee.

Daily, except Saturday, at 12. Laboratory hours to be arranged.

PROFESSOR LITTLE

FIELD TRIPS FOLLOWING SUMMER SCHOOL

Arrangements have been made for three field trips following the Summer School. Each trip will be made by motor bus with accommodations for twenty-two persons. All trips begin Saturday, August 14, at 8 A. M., and continue for two weeks, returning to Worcester on Friday evening, August 27. These trips are open to any teacher or student who wishes to study geography out-of-doors, whether a member of the Summer School or not. Advanced students who desire training for thesis work should enroll for Trip No. 3. The tuition fee for each trip is $15; the cost of transportation is $50; hotel expenses, including meals is estimated at $60. Persons coming from a distance to join either trip should arrive in Worcester not later than Friday, August 13. Room may be obtained near the University. Reservations will be made on request.

Each trip involves special studies of the natural environment, with definite relationship to human activities.

All inquiries concerning enrollment, reading lists, and more detailed plans of the various trips should be addressed to Clark University Summer School, Worcester, Massachusetts. As soon as reservation for a trip has been made, the student will be put into communication with the instructor in charge.

Early correspondence is invited, as the registration for the two trips of last year was filled before the opening of the Summer School, with a waiting list for 1926.

Trip. 1. New England Field Trip. This trip will cover the same region as last year. *The route*: Worcester, Providence, Newport, New Haven, Hartford, Springfield, Holyoke, Greenfield, Mohawk Trail, Williamstown, Rutland, Bur-

lington, Montpelier, White Mountains, Saco Valley, Portland, Portsmouth, Salem, Marblehead, Boston and vicinity, Plymouth, Provincetown, Brockton, Wayside Inn, Worcester. *Special fields of study*: Blackstone Valley, Connecticut Valley, Champlain Lowland, White Mountains, New England shore features, historic and literary places of note, selected industrial plants. This trip will again be in charge of Mr. H. Harrison Russell of Clark University.

Trip 2. The Berkshire-Hudson-Valley Trip. This trip will cover the same region as last year. *The route*: Worcester, Springfield, Hartford, New Haven, Bridgeport, Stamford, Danbury, Housatonic Valley, Berkshire Hills, Pittsfield, Williamstown, Bennington, Troy, Schenectady, Little Falls, Albany, Poughkeepsie, New York City, Long Island, the New Jersey shore. *Special fields of study*: New England peneplain, lower Connecticut valley, the Berkshires and associated valleys, Mohawk valley and Erie Barge Canal, lower Hudson valley, New York City and vicinity, selected industrial plants. Members who prefer to return home from New York City may do so on Thursday night, August 26. Return to Worcester will be made on Friday, August 27. This trip will again be in charge of Professor Douglas C. Ridgley of Clark University.

Trip 3. The Lake Champlain - Montreal Trip. *The route*: Worcester, Keene, Rutland, Burlington, St. Albans, St. Johns, Montreal, Laurentian Upland, Ottawa, Prescott, the Thousand Islands region, Watertown, Utica, Albany, Pittsfield, Springfield, Worcester. *Special fields of study*: The Champlain Lowland, the St. Lawrence Lowland, the port of Montreal, Montreal as a manufacturing center, contacts between the Laurentian Upland and the St. Lawrence Lowlands. This trip will be in charge of Professor Clarence F. Jones of Clark University who has done extensive field work in the region.

Credit for Field Trips. Two semester hours of credit will be granted for each trip and satisfactory field notes. An additional hour will be granted for an acceptable geographic study of some phase of the field investigation. This study may be an essay of three thousand words or more, or in other form satisfactory to the instructor. The written report is due on or before January 15, 1927.

EUROPEAN FIELD TRIP FOR SUMMER OF 1927

Preliminary Announcement. Plans are being made by President Wallace W. Atwood in coöperation with Professor W. H. Barker, of the University of Manchester, Manchester, England, for a field trip during the summer of 1927. They plan to give special attention to the study of the British Isles, but a reconnaissance journey on the continent will probably be included. The party cannot be large, for it will travel by motor bus. Those who wish to have places reserved or who wish to receive detailed announcements, should write Clark University Summer School at an early date. No final estimate of cost has yet been made. It is believed that the cost for a trip of 60 days, July and August, will not exceed $1000 from an American port back to the same port.

HISTORY

NOTE: Courses 20, 21, and 22, may be taken for graduate credit by special arrangement with the instructor.

SS17. Civics. A course suitable for teachers and undergraduates. This course will deal primarily with the functions and activities of our governmental agencies—National, State and Municipal. Consideration will be given to the organizations best suited for performing these functions and to the principles of organization. The course is not intended as a course in methods but rather of content. Consideration will be given material which should form the basis for courses of Civics as taught in the public schools.

Daily, except Saturday, at 8. PROFESSOR LOWRIE

SS20. History of the United States to 1865. After a brief review of the period of colonization, the course will cover in some detail the period from 1760 to 1865. Particular attention will be given to the newer points of view in American History, especially in relation to the American Revolution, the movement for the Constitution, Sectionalism, the influence of the westward movement upon national problems, etc. The course will be conducted by lectures, discussions and reading in standard works.

Daily, except Saturday, at 9. ASSISTANT PROFESSOR HEDGES

SS21. History of the United States since the Civil War. The course will present a synthesis of the social, economic, political and constitutional development of the country since 1865. Particular attention will be given to sectionalism and its influence upon the history of the period and the conflicts of agrarianism, labor and capital will be emphasized. The development of the United States as a World Power and the transition from a policy of isolation to one of coöperation will be traced, and the relation of the country to the World War will be given due consideration. The course will be conducted by lectures, discussions, and readings and reports.

Daily, except Saturday, at 10. Assistant Professor Hedges

SS22. World Politics. A course suitable for both teachers and graduate students. The purpose of this course is to study certain of the most fundamental problems which underlie International Politics. The course is not intended as one in current events but attention will be directed to questions such as Nationalism, Imperialism, Immigration, Methods of Diplomacy, and Methods for the Legal Settlement of Difficulties. A study will also be made of some of the situations in definite areas. Particular attention will be directed to the Pacific and Far East, and problems of the Near East will be considered. The course will be conducted by lectures, special readings and assignments, and discussion.

Daily, except Saturday, at 9. Professor Lowrie

ECONOMICS

SS1. Principles of Economics. An introductory course designed to acquaint the student with the fundamental principles which underlie all economic relations and activities. The aim will be to assist the student in thinking clearly and accurately on economic subjects, and in applying fundamental principles to actual conditions. The development of the present economic organization, and analysis of wealth and its relationships to welfare, value, the factors of production, the regulation of production, the various forms of business organization, monetary and banking problems, and similar topics will be discussed. Introduction will be given by texts, lectures, assigned readings and discussions.

Texts. Ely: *Outlines of Economics.* Clay: *Economics for the General Reader.*

Daily, except Saturday, at 9. Assistant Professor Garis

SS3. Immigration. This course will be devoted to a study of the development of immigration legislation and of the economic, social, and racial factors involved. Since we have always had an immigration problem, the course will begin with an analysis of the colonial settlements and the early development of opposition to certain classes and peoples. This will be followed by a study of the efforts of the various states to regulate immigration from 1776 to 1880. The power of Congress over immigration and the transition from State to Federal regulations and the various Congressional Acts restricting immigration since 1880 will then be analyzed. The problems since 1890, and especially since 1910 will receive careful study. The course will close with a brief study of our policy toward Oriental immigration, including our policy toward the Japanese.

Text. Fairchild: *Immigration.*

Daily, except Saturday, at 8. ASSISTANT PROFESSOR GARIS

PSYCHOLOGY

SS1. Educational Psychology: Psychology of Learning. An analysis of human training; its nature, means, and possibilities. A survey will be made of the outstanding experimental work on these lines. The aim will be to get an accurate scientific notion of the subject, with possibilities of application to education.

Daily, except Saturday, at 10. PROFESSOR DASHIELL

SS2. Mental and Educational Tests. This course will deal with the historical development of mental tests and educational tests, with a discussion of the technique of application, and with a consideration of the interpretation of results.

Daily, except Saturday, at 11. PROFESSOR DASHIELL

ENGLISH

SS3. Modern Poetry. A course designed to familiarize students with the best contemporary poetry, American and English. Lectures, oral reports daily, and class discussion. Critical papers or original verse required.

Daily, except Saturday, at 10. PROFESSOR DODD

SS5. Dramatics. The course is designed primarily to give training in dramatic expression. It affords each student at least one public appearance. Further, it takes into consideration the allied arts of the theatre, of late become so prominent: scenic design and construction; color and atmosphere, obtained electri-

cally; period costume; properties; make-up. The student is familiarized with all the responsibilities of play production.
Daily, except Saturday, at 11. MR. ILLINGWORTH

SS9. Shakespeare. A study of fifteen of the plays of Shakespeare. Attention will be paid to dramatic technique and to the drama as an interpretation of life. Dramatic readings in class with emphasis on impersonation.
Daily, except Saturday, at 8. MR. ILLINGWORTH

SS12. The Short Story. A study of the best short stories in English and American literature. A study also of the biographies of several of the most noted of the short story writers. Lectures, class discussions and daily reports. Either a critical paper or an original short story required from each member of the class.
Daily, except Saturday, at 9. PROFESSOR DODD

SS15. Public Speaking. The fundamentals of speech. Impromptu and prepared address.
Daily, except Saturday, at 10. MR. ILLINGWORTH

FRENCH

SS1. Elementary French. Grammar, pronunciation through phonetic approach, oral work.
Daily, except Saturday, at 10. MR. CLOSSON

SS2. Reading of French Prose. The object of the course is to develop the power of rapid and accurate reading of modern French. Collateral reading of modern literature and reports from the more advanced students. This course must, of necessity, be flexible and an endeavor will be made to adapt it, so far as possible, to the needs of the individual student.
Daily, except Saturday, at 11. MR. CLOSSON

GERMAN

SS1. Elementary German. Rapid survey of grammar essentials; writing of easy sentences to fix form and the principles of syntax in the mind; reading of simple prose. A course designed especially for mature students who can give a large share of their time during the session to this work.
Daily, except Saturday, at 10. MRS. HODGE

SS2. Grammar Review and Reading of German Prose. This course is designed to meet the needs of students who have some knowledge of German and who wish to increase

their ability to read with accuracy and ease. The reading will be accompanied by a systematic review of the essentials of grammar, with much oral and some written practice. The works read will depend on the ability and needs of the members of the class. As far as possible the work will be modified and adapted to the individual needs of each student.

Daily, except Saturday, at 9. MRS. HODGE

NOTE: If there should be a sufficient demand, a third more advanced course may be offered for students who have attained some proficiency in the language; a course conducted entirely in German and covering the following points: an analytical study of the language, free composition and essays, oral themes, telling stories, dramatics and folk-songs, and free discussion of the subject matter read in class or at home.

HOME STUDY COURSES IN GEOGRAPHY

Clark University is now offering Home Study Courses for the benefit of those interested in the study and in the teaching of geography. These courses may be begun at any time and pursued as rapidly as opportunity for study affords. Many teachers pursue these home study courses during the school year while teaching. Other teachers who have not found convenient opportunity to attend summer school, have made rapid progress in home study work while at home during the summer vacation. Each course carries three semester hours of college credit. The tuition fee for each course is $18. As soon as the tuition fee is received the complete set of lessons is forwarded. A bulletin describing all courses offered will be sent on request. Sample lessons will be sent for one or two courses on request.

The following list of Home Study Courses are now ready:

COURSES ON THE TEACHING OF GEOGRAPHY

1. The Teaching of Geography in the Elementary School.
2. The Teaching of Home Geography and World as a Whole.
3. The Teaching of North America.
4. The Teaching of South America, Europe, and Asia.

5. The Teaching of Geographic Factors and the United States in its World Relations.

ACADEMIC COURSES IN GEOGRAPHY

6. Industrial and Commercial Geography.
7. Geography of North America.
8. Geography of South America.
9. Geography of Europe.
10. Geography of the Eastern Continents.
11. The Physical Geography of the Lands.
12. Weather and Climate.
13. Climatology of North America.

Graduate of what Normal, Preparatory, or High School, with date of Graduation .....

.....

.....

Teacher at what Educational Institution at the present time .....

.....

.....

Student at what Educational Institution at the present time .....

.....

.....

Tentative List of Summer School Courses which Applicant desires to enter ....

.....

.....

(Describe by Subject and Number, i.e., Geography 1)

If you are not a graduate of a college, technical, normal, or secondary school, not a college student, and not a teacher, send a letter with this application stating your qualifications for the work which you desire to do.

REGISTRATION FORM

Students at previous sessions of this Summer School need furnish only name and address and tentative list of courses desired.

Please do not write above this line

To the Registrar of Clark University:

I wish to be enrolled as a student in the Summer School for 1926, and enclose with this the Registration Fee of two dollars.

Name .....

Address .....

Date .....

Occupation between June 1, 1925, and June 1, 1926 .....

.....

.....

Academic Degrees, Dates, and Institutions at which received .....

.....

.....

.....

(over)

CLARK UNIVERSITY

Worcester, Massachusetts

ADMINISTRATIVE REPORT OF THE PRESIDENT

1920-1925

APRIL BULLETIN
1926

CLARK UNIVERSITY

Worcester, Massachusetts

ADMINISTRATIVE REPORT OF THE PRESIDENT

1920-1925

APRIL BULLETIN
1926

Entered as second-class matter December 29, 1920, at the postoffice at Worcester, Mass., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized January 24, 1921.

Letter of Transmissal

February 10, 1926

To the Board of Trustees,
Clark University,
Worcester, Massachusetts.

Dear Sirs:

I have the honor herewith to transmit an Administrative Report, prepared at your suggestion and covering the period from September, 1920, up to the time of going to press.

I have placed in this report a brief statement of the most important actions taken by the Board of Trustees and by the faculties in cooperation with the administrative officers. Our largest task has been the complete reorganization of the plans for the administration of the University. This became necessary when the two faculties, which have been maintained at Clark, were united and reorganized as one faculty, and the work of administration was concentrated in one office. The Graduate School of Geography, as planned for at the time when the change in administration was made, has been established, a few departments have been completely remanned and in certain other departments notable additions have been made to the faculty. The changes which have taken place have all been planned for the most wholesome growth and effective development of the institution as a center for educational work, and for the highest grade of productive scholarship.

I believe the institution today is in excellent condition. We seem to have entered a period of growth and development which is most encouraging but there are a number of very pressing needs which will be referred to in this report.

Wallace W. Atwood.

Trustees and Officers of Administration

BOARD OF TRUSTEES

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Francis H. Dewey, Vice-President and Treasurer
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A. George Bullock
Francis H. Dewey
Charles H. Thurber

OFFICERS OF ADMINISTRATION

President of the University and Director of the Graduate School of Geography — Wallace W. Atwood
Dean of the College — Homer P. Little
Librarian and Curator of the Art Collection — Louis N. Wilson
Director of the Summer School and the Home Study Department — Douglas C. Ridgley
Registrar and Secretary of the Graduate Board — Carey E. Melville
Bursar — Florence Chandler

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FIGURE 1. JONAS G. CLARK HALL

FIGURE 2. A CAMPUS VIEW

Reorganization of the University

When Dr. G. Stanley Hall retired from active service as President of the University and professor of psychology and Dr. Edmund C. Sanford retired from the Presidency of Clark College and accepted the chair of professor of psychology, the new administration, in accordance with the will of the founder and the plans approved by the Board of Trustees, undertook the problem of unifying the administration of the institution. The members of the two faculties which had heretofore served as distinct organizations were invited to meet and a program of reorganization was outlined. A committee containing members from each division of the University in cooperation with the President drew up plans which were in due time approved at a joint meeting of the faculties and later by the Board of Trustees.

Under the new plan of organization there is a single faculty and, as in most other institutions, but one department to represent each of the major fields of study. Thus the dual departments of physics, chemistry, biology, psychology and all others that were formerly represented both in the University and in the College are united and reorganized. A chairman attends to the administrative work in each department.

Collegiate Board—The new plan delegates to a special administrative board most of the affairs pertaining to the undergraduate division of the University. Under the statutes adopted by the reorganized University faculty, the College Board consists of the President of the University, the Dean of the College, the Registrar, and six members of the faculty selected and appointed each year by the President.

Graduate Board—The new statutes provide that all matters pertaining to the graduate division of the University shall be under the immediate direction of a Graduate Board. This Board consists of the President of the University, who acts as chairman, and those members of the University faculty who are primarily engaged in the conduct of graduate instruction. All members of the former "University Faculty" became members of

the Graduate Board and by statute this board was given power to elect additional members. Special provision was made so that each department in which there are candidates for higher degrees shall be represented in that board.

University Senate—A third body was provided for and called the University Senate. It consists of the President and at least six members of the faculty selected and appointed by the President each year. This body has very little administrative responsibility. It commonly sits as an advisory council. The President calls upon the Senate to consider with him matters pertaining to the general policy of administration and proposals affecting the welfare of the institution as a whole. The Senate was given the power to nominate on behalf of the faculty candidates for honorary degrees.

General Faculty—Under the new plan of organization the general faculty consists of the President, the Dean of the College, Registrar, Librarian and all those giving undergraduate or graduate instruction in the University. The general faculty meets upon call whenever there are matters which have originated in the College Board, the Graduate Board or the Senate, that require general faculty action. Provision was made so that a special meeting of the faculty may be called at any time at the request of at least five members of the faculty. All regulations pertaining to the educational work in the collegiate division of the University must be approved by the general faculty and all candidates for the undergraduate degrees must be nominated to the Board of Trustees by the general faculty.

Committee on Personnel and Organization—The General Faculty elects each year a committee of five which shall meet at the call of the President to counsel with him and advise on matters pertaining to new appointments, promotions and the organization of the several departments in the University.

In the operation of the plan of organization, we have found that most of the administrative duties in the conduct of the college are now very efficiently cared for by the College Board, and those that pertain to the Graduate School are attended to at the meetings of the Graduate Board. The Senate has held meetings

each year, but relatively few meetings of the General Faculty have been necessary. The Committee on Personnel and Organization has been called upon several times to counsel and advise upon appointments and re-appointments to the faculty.

THE FACULTY

The faculty of the University is a small but carefully selected group. Each member has secured special training for the work which he or she is doing, and no member of the faculty is offering instruction in any field in which he or she is not trained as a specialist. The usual subjects for study common to most liberal colleges, and leading to the degree of A.B., are represented. Provision is made for graduate instruction leading to the degree of M.A., in several departments, and to the degree of Ph.D., in certain special fields. The departments that are at present accepting candidates for the highest academic degree are Psychology, Education, History and International Relations, Economics, and Geography. These departments are, in personnel and equipment, especially well provided for the prosecution of research work. Evidence of this is reflected in the section of this report, pages 77 to 87, which treats of the research work completed and in progress by members of the staff.

Our library and laboratory equipment are adequate for training candidates for the degree of Ph.D., in several departments not at present engaged in that work, but we must await the receipt of additional funds before those departments can be adequately manned for such work. However, notable pieces of research work have been completed and others are in progress by members of the staff in other departments than those now accepting candidates for the highest degree.

In the following list of the faculty it may be noted that thirty-one out of the forty-four on that list, or nearly seventy-five per cent, have received doctor's degrees. Two others have so nearly completed all requirements for the degree of Ph.D. that they expect to receive those degrees before the opening of the next academic year. Four more have their work well advanced toward the degree of Ph.D. On the basis of percentage no American college faculty and probably no American university faculty can today surpass this record.

Clark University Faculty 1925-26

WITH ACADEMIC TITLES

1. Ames, Leroy Allston, A.M., Professor of English Literature.
2. Atwood, Wallace Walter, Ph.D., President. Professor of Physical and Regional Geography. Director of the Graduate School of Geography.
3. Baker, George E., A.M., Instructor in English.
4. Baker, Oliver Edwin, Ph.D., Professor of Agricultural Geography.
5. Blakeslee, George Hubbard, Ph.D., Lh.D., Professor of History and International Relations.
6. Brackett, Haven Darling, Ph.D., Professor of Greek and Latin Languages and Literatures.
7. Brandenburg, Samuel J., Ph.D., Professor of Economics and Sociology.
8. Brooks, Charles Franklin, Ph.D., Professor of Meteorology and Climatology.
9. Burnham, Guy H., A.M., Cartographer.
10. Burnham, William Henry, Ph.D., Professor of Education and School Hygiene.
11. Churchman, Philip Hudson, Ph.D., Professor of Romance Languages.
12. Cole, William Harder, Ph.D., Professor of Biology.
13. Dennis, Alfred Lewis Pinneo, Ph.D., Professor of Modern History.
14. Dodd, Loring Holmes, Ph.D., Professor of Rhetoric.
15. Ekblaw, W. Elmer, M.A., Associate Professor of Geography. Managing Editor of *"Economic Geography."*
16. Goddard, Robert Hutchings, Ph.D., Professor of Physics, Director of the Physics Laboratories.
17. Hedges, James Blaine, Ph.D., Associate Professor of American History.
18. Hunter, Walter Samuel, Ph.D., G. Stanley Hall Professor in Genetic Psychology.
19. Jones, Clarence Fielden, Ph.D., Associate Professor of Economic Geography.
20. Langer, William Leonard, Ph.D., Associate Professor of European History.
21. Little, Homer Payson, Ph.D., Professor of Geology. Dean of the College.

22. Marbut, Curtis F., Ph.D., Special Lecturer on Soils.
23. Maxwell, James Ackley, A.M., Instructor in Economics.
24. Mellor, Earl Godfrey, A.B., Instructor in Romance Languages. (on leave).
25. Melville, Carey Eyster, A.B., Associate Professor of Mathematics. Registrar.
26. Merigold, Benjamin Shores, Ph.D., Professor of Chemistry. Director of the Chemical Laboratories.
27. Murchison, Carl, Ph.D., Professor of Psychology.
28. Nafe, John Paul, Ph.D., Associate Professor of Psychology.
29. Phelan, William Frederick, A.B., Instructor in the Department of Romance Languages.
30. Potter, David, M.Sc., Instructor in Biology.
31. Randolph, Charles Brewster, Ph.D., Professor of German.
32. Ridgley, Douglas Clay, Ph.D., Associate Professor of Geography in Education.
33. Roope, Percy Martin, A.M., Instructor in Physics.
34. Semple, Ellen Churchill, A.M., LL.D., Professor of Anthropogeography.
35. Shantz, Homer L., Ph.D., Special Lecturer on Plant Geography.
36. Smith, Rolland R., A.B., Assistant Professor of Mathematics and Education.
37. Warren, William Homer, Ph.D., Professor of Organic Chemistry.
38. Watts, Vervon Orval, A.M., Instructor in Sociology.
39. Williams, Frank Blair, Ph.D., Professor of Mathematics
40. Wilson, Louis N., A.B., Litt.D., Librarian.
41. Köhler, Wolfgang, Ph.D., Visiting Professor of Psychology.
42. Powell, Elmer E., Ph.D., Visiting Professor in Philosophy.
43. Jonasson, Olof George, Ph.D., Special Lecturer in Geography.
44. Whitman, Ernest Raymond, Director of Physical Education.

COMPARATIVE LISTS OF THE FACULTY

1920-21

Leroy A. Ames, A.M.
Wallace W. Atwood, Ph.D.
Harry E. Barnes, Ph.D.
George H. Blakeslee, Ph.D.
Edwin G. Boring, Ph.D.
Haven D. Brackett, Ph.D.
William H Burnham, Ph.D.
Philip H. Churchman, Ph.D.
Loring H. Dodd, Ph.D.
Samuel W. Fernberger, Ph.D.
Irving A. Field, Ph.D.
John S. French, Ph.D.
Robert H. Goddard, Ph.D.
Frank H. Hankins, Ph.D.
Hermann Hilmer, Ph.D.
Charles A. Kraus, Ph.D.
Carey E. Melville, A.B.
Benjamin S. Merigold, Ph.D.
James Metivier, A. B.
James P. Porter, Ph.D.
Carroll C. Pratt, A.M.
Charles B. Randolph, Ph.D.
Kenneth S. Rice, Sc.M.
Edmund C. Sanford, Ph.D.
William E. Story, Ph.D.
Henry Taber, Ph.D.
Arthur G. Webster, Ph.D.
George F. White, Ph.D.
Frank B. Williams, Ph.D.

Lecturers

Samuel R. Damon, A.M.
James E. Ives, Ph.D.
Karl J. Karlson, Ph.D.
Joseph de Perott
Louis N. Wilson, A.B., Litt.D.

Librarian

Ernest R. Whitman.

Director of Physical Education

1925-26 Date of Appointment

Leroy A. Ames, A.M. 1908
Wallace W. Atwood, Ph.D. 1920
George E. Baker, A.M. 1925
Oliver E. Baker, Ph.D. 1923
George H. Blakeslee, Ph.D. 1903
Haven D. Brackett, Ph.D. 1904
Samuel J. Brandenburg, Ph.D. 1923
Charles F. Brooks, Ph.D. 1921
William H. Burnham, Ph.D. 1890
Philip H. Churchman, Ph.D. 1908
William H. Cole, Ph.D. 1924
Alfred L. P. Dennis, Ph.D. 1923
Loring H. Dodd, Ph.D. 1910
W. Elmer Ekblaw, M. A. 1925
Robert H. Goddard, Ph.D. 1914
James B. Hedges, Ph.D. 1924
Walter S. Hunter, Ph.D. 1925
Clarence F. Jones, Ph.D. 1923
Wolfgang Köhler, Ph.D. 1924
William L. Langer, Ph.D. 1923
Homer P. Little, Ph.D. 1922
James A. Maxwell, A.M. 1924
Earl G. Mellor, A.B. 1922
Carey E. Melville, A.B. 1909
Benjamin S. Merigold, Ph.D. 1903
Carl Murchison, Ph.D. 1923
John P. Nafe, Ph.D. 1924
William F. Phelan, A.B. 1925
David Potter, M.Sc. 1924
Charles B. Randolph, Ph.D. 1903
Douglas C. Ridgley, Ph.D. 1922
Percy M. Roope, A.M. 1921
Ellen C. Semple, A.M., LL.D. 1921
Rolland R. Smith, A.B. 1925
William H. Warren, Ph.D. 1925
Vervon O. Watts, A.M. 1924
Frank B. Williams, Ph.D. 1907

Lecturers

Olof G. Jonasson, M.S.
Curtis F. Marbut, Ph.D.
Elmer E. Powell, Ph.D.
Homer L. Shantz, Ph.D.
Louis N. Wilson, A. B., Litt.D. 1889

Librarian

Ernest R. Whitman 1904

Director of Physical Education

Departmental Organization

THE GRADUATE SCHOOL OF GEOGRAPHY

STAFF

WALLACE W. ATWOOD, PH.D., Professor of Physical and Regional Geography and Director of the Graduate School of Geography.

ELLEN C. SEMPLE, LL.D., Professor of Anthropogeography.

OLIVER E. BAKER, PH.D., Professor of Agricultural Geography and Land Utilization.

CHARLES F. BROOKS, PH.D., Professor of Meteorology and Climatology.

DOUGLAS C. RIDGLEY, PH.D., Associate Professor of Geography in Education and Director of Home Study and Summer School.

CLARENCE F. JONES, PH.D., Associate Professor of Economic Geography.

CURTIS F. MARBUT, PH.D., Special Lecturer on Soils.

HOMER L. SHANTZ, PH.D., Special Lecturer on Plant Geography.

OLOF G. JONASSON, M.S., Special Lecturer in Geography.

W. ELMER EKBLAW, A.M., Associate Professor of Geography and Managing Editor of *"Economic Geography."*

GUY H. BURNHAM, M.A., Cartographer.

DEPARTMENT OF PSYCHOLOGY

CARL MURCHISON, PH.D., Professor of Psychology.

JOHN P. NAFE, PH.D., Associate Professor of Psychology.

WALTER S. HUNTER, PH.D., Professor of Genetic Psychology.

WOLFGANG KÖHLER, PH.D., Visiting Professor of Psychology.

ELMER E. POWELL, PH.D., Visiting Professor of Philosophy.

DEPARTMENT OF EDUCATION AND SCHOOL HYGIENE

William H. Burnham, Ph.D., Professor of Education and School Hygiene.

DEPARTMENT OF HISTORY AND INTERNATIONAL RELATIONS

George H. Blakeslee, Ph.D., Professor of History and International Relations.

Alfred L. P. Dennis, Ph.D., Professor of Modern History.

William L. Langer, Ph.D., Associate Professor of European History.

James B. Hedges, Ph.D., Associate Professor of American History.

DEPARTMENT OF ECONOMICS AND SOCIOLOGY

Samuel J. Brandenburg, Ph.D., Professor of Economics and Sociology.

James A. Maxwell, A.M., Instructor in Economics.

Vervon O. Watts, A.M., Instructor in Sociology.

DEPARTMENT OF PHYSICS

Robert H. Goddard, Ph.D., Professor of Physics, Director of the Physics Laboratories.

Percy M. Roope, A.M., Instructor in Physics.

DEPARTMENT OF BIOLOGY

William H. Cole, Ph.D., Professor of Biology.

David Potter, M. Sc., Instructor in Biology.

DEPARTMENT OF CHEMISTRY

Benjamin S. Merigold, Ph.D., Professor of Chemistry, Director of the Chemical Laboratories.

William H. Warren, Ph.D., Professor of Organic Chemistry.

DEPARTMENT OF ANCIENT LANGUAGES

HAVEN D. BRACKETT, PH.D., Professor of Greek and Latin Languages and Literatures.

DEPARTMENT OF ENGLISH

LEROY A. AMES, A.M., Professor of English Literature.

LORING H. DODD, PH.D., Professor of Rhetoric.

GEORGE E. BAKER, A.M., Instructor in English.

DEPARTMENT OF GEOLOGY

HOMER P. LITTLE, PH.D., Professor of Geology.

DEPARTMENT OF GERMAN

CHARLES B. RANDOLPH, PH.D., Professor of German.

ADOLPH W. ALECK, A.B., Assistant in German.

DEPARTMENT OF MATHEMATICS

FRANK B. WILLIAMS, PH.D., Professor of Mathematics.

CAREY E. MELVILLE, AB., Associate Professor of Mathematics.

ROLLAND R. SMITH, A.B., Assistant Professor of Mathematics and Education.

DEPARTMENT OF ROMANCE LANGUAGES

PHILIP H. CHURCHMAN, PH.D., Professor of Romance Languages.

EARL G. MELLOR, A.B., Instructor in Romance Languages. (on leave).

WILLIAM F. PHELAN, A.B., Instructor in Romance Languages.

Desirable Additions to the Faculty.—It would be very fortunate if we could add at least a few members to the permanent staff of the University. There should be established a chair in philosophy. We have had from time to time special lecturers occupying the field, but there is no one who is giving regular instruction in that very important field of thought. The Department of Economics needs an additional member who would emphasize the field of applied economics in business administra-

tion and finance. There is a strong demand from the students for work of this kind. We should develop also work in the field of national and international problems in economics. Such work would be of special significance to our graduate students in International Relations and to those in Geography.

It appears that we may need additional help in the department of languages, and it would be most gratifying if we could strengthen the departments of physics, chemistry and biology, so that they could again receive candidates for the degree of Doctor of Philosophy and carry forward their work in research more effectively.

No movement in American education is more commendable than that leading to the establishment of courses of instruction in the appreciation of the fine arts. We have an endowment which provides for the care of the art collection left by the founder and for making additions to that collection. We could purchase each year a considerable amount of excellent illustrative material suitable for class room use and if we could provide the appropriate instruction the Worcester Art Museum would immediately become invaluable to the University, for it would serve as the museum of our department of fine arts. The art museum would be carrying out its purpose more effectively and the lives of all those who came to Clark and elected work in this department would be very much enriched.

FACULTY SALARIES

The faculty salary scale commanded the immediate attention of the present administration, and with the co-operation of the Board of Trustees every opportunity has been taken to make just as liberal advances as the funds of the institution would permit. The salaries are not fixed simply by the academic rank, or on the basis of terms of service. In an organization of this size careful consideration can be given to each individual case. No definite limits have been fixed, and it remains the policy of the administration to advance the salaries further whenever it is possible.

The total salary budget for the members of the instructional

staff in 1920-21, including the Librarian and the Director of Physical Education, was $96,050.00; the total salary budget of the present academic year, 1925-26, is $134,269.00.

The salary of every man who was a member of the faculty in 1920 and who has remained on the staff has been increased by at least $1,000 and in a few instances the increase has amounted to fully $1,500. The average of the salaries now paid to Assistant Professors, Associate Professors and Professors is about $1,000 more in each rank than it was in 1920-21.

PROVISION FOR THE PURCHASE OF ANNUITIES

Clark University is one of the institutions that has been associated with the Carnegie Foundation for the Advancement of Teaching and several members of the faculty have enjoyed benefits from that foundation. All those in the present faculty who were in the employ of the University prior to November 17, 1915, are now assured of pensions from that foundation upon retirement from active service. Anyone who is transferred to this faculty while eligible for a Carnegie pension in another associated institution retains that eligibility.

The rules for the granting of retiring allowances to University professors by the Carnegie Foundation were so altered on November 17, 1915, that men who had entered the profession after that date were not provided with pensions. It became necessary, therefore, for the University to consider means of providing annuities for the younger men in the faculty and for others who might become members of the University faculty at later dates.

When the Carnegie Foundation for the Advancement of Teaching made changes in their rules regarding retiring allowances there was established and endowed by the Carnegie Corporation the Teachers Insurance and Annuity Association of America. Through this new organization members of the University faculty were given special privileges in the purchase of insurance and the universities and colleges were invited to co-operate in the purchase of annuities for the members of their faculties not otherwise provided for under some pension plan.

A committee of the Trustees of Clark University met with the faculty and plans for such co-operation were fully and frankly discussed. It was the nearly unanimous opinion that all members of the faculty not provided for by the pension system of the Carnegie Foundation for the Advancement of Teaching should be requested to co-operate with the University in the purchase of an annuity. The rules and regulations under consideration at that joint meeting were approved and adopted by the Board of Trustees in the following form, on January 22, 1921:

"In order to make suitable provision for retiring allowances for the President, Librarian, and all officers of instruction and administration who have been appointed since November 17, 1915, or who may hereafter be appointed, and who are not provided for by the pension regulations of the Carnegie Foundation, the Trustees of Clark University hereby agree to participate in the contributory plan of annuities proposed by the Teachers Insurance and Annuity Association of America under the following conditions:

1. Every officer affected by this action who had had three years of service as a teacher in any college or university who shall be appointed for the academic year beginning September 1, 1921, or thereafter, shall be required as a condition of his appointment to enter into a contract with the Teachers Insurance and Annuity Association of America for an annuity available at the age of sixty-five years and, so long as he remains in the service of the university to contribute annually thereto an amount not less than five percent of his salary, and the university shall in such case make a similar contribution of five percent of the salary, but such contribution of the university shall not be continued after the beneficiary reaches the age of sixty-five years.
2. Any officer who would be affected by this action who has been appointed since November 17, 1915, and prior to January 22, 1921, when this action was taken by the Board of Trustees, may make a similar agreement with the Teachers Insurance and Annuity Association, and the Trustees agree to make a contribution equal to that made by such an officer, but not to exceed five percent of his salary and not to continue after the beneficiary has reached the age of sixty-five years.
3. The Treasurer of the University will deduct proportional parts of the annual contributions from the monthly salary

payments of those who have entered upon this contributory plan, and will remit them monthly together with the contributions due from the University to the Teachers Insurance and Annuity Association."

Amended October 26, 1923, as follows:

"Provisions governing the Contributory Plan of Old Age Annuities now in force at the University were amended by inserting in the first sentence of paragraph (1) in the clause 'shall be required as a condition of his appointment, etc.,'—after the word 'shall' the statement 'unless otherwise determined by the Board of Trustees'."

In the administration of these regulations the few who have come to the University as temporary members of the staff have not been required to enter into this plan of co-operation for the purchase of an annuity. All those who are eligible and who hold full time appointments are now being provided for.

LEAVES OF ABSENCE FOR MEMBERS OF THE FACULTY

From time to time in the administration of Clark University individual members of the faculty have been granted leaves of absence by special action of the Board of Trustees. The desirability of having some general plan adopted whereby each member of the faculty could look forward to a special period of study and possibly foreign travel beyond that which is possible in the summer vacation periods was generally recognized. The teaching staff at Clark University is much larger at present in proportion to the number of students than in most other similar institutions and it appeared that, by careful planning and co-operation, arrangements could be made whereby two or possibly three men could be absent for a single semester without requiring much additional help and therefore not very much additional expense to the institution. If the member of the faculty who was to be absent during the given semester gave notice in the catalogue of his plan and provided possibly for some additional instruction during the semester when he could be present, the students could lay out their plans for study so that they would not be inconvenienced. It was recognized that certain fundamental or basic courses which must be given every year and continued

through two semesters might require the services of another member of the staff in residence or the services of a temporary member of the staff.

A plan for half-year sabbatical leaves, worked out by a committee of the faculty, has now been in operation for two years. Four members of the staff have enjoyed leaves of absence, and in each case have used those periods for extended travel in foreign countries or for study in another university. During the present year three more will have their leaves of absence and in each succeeding year two or three will in their turn, as determined by a committee of the faculty, have the advantage of a period for study and travel. In making provision for the sabbatical leaves the entire staff in the School of Geography was omitted from the eligible list, for the members of that staff find it necessary to be absent at intervals for the pursuit of field studies.

The formal action which provides for these leaves of absence was taken by the Board of Trustees on January 25, 1924, and appears on the records of that Board as follows:

President Atwood presented a recommendation from the faculty to the Board of Trustees looking forward to the adoption of a plan for leaves of absence for members of the faculty. Said plan or recommendation was in the following form:

1. That the Faculty recommend to the Board of Trustees of the University the adoption of a system of leaves of absence for members of the Faculty.
2. That the Faculty further recommend that the system if and when adopted, shall provide a leave of absence of one semester, with full pay, once in six years for each professor and associate professor of the Faculty.
3. That leaves of absence shall be granted in an order based upon length of service in the Faculty of the University.
4. The administration of this measure shall be referred to the Committee on Personnel and Organization.

Upon motion duly made and seconded it appearing that the President recommended the adoption thereof it was

VOTED: That he be authorized to put the said plan into operation, with the understanding that the Trustees may require from each member of the Faculty who is allowed such leave of absence to continue in the service of the University for one full academic

FIGURE 3. G. STANLEY HALL MEMORIAL ROOM

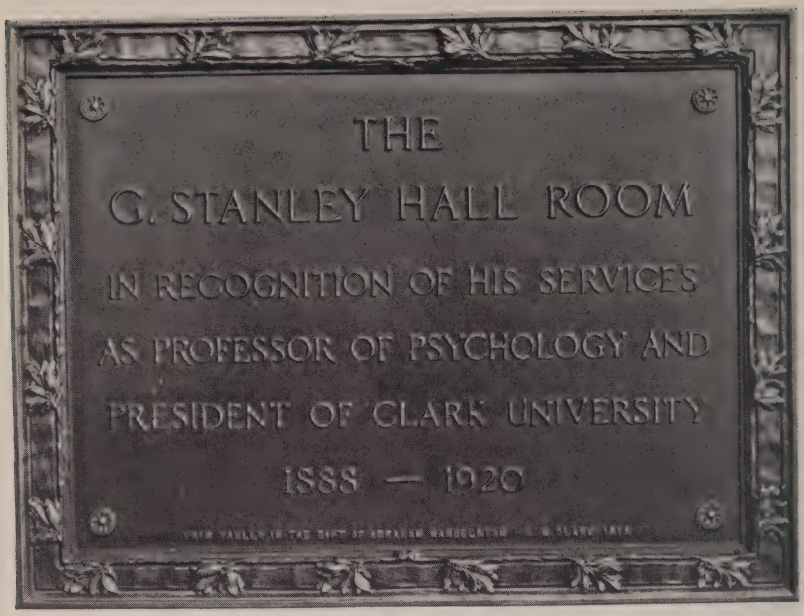


FIGURE 4

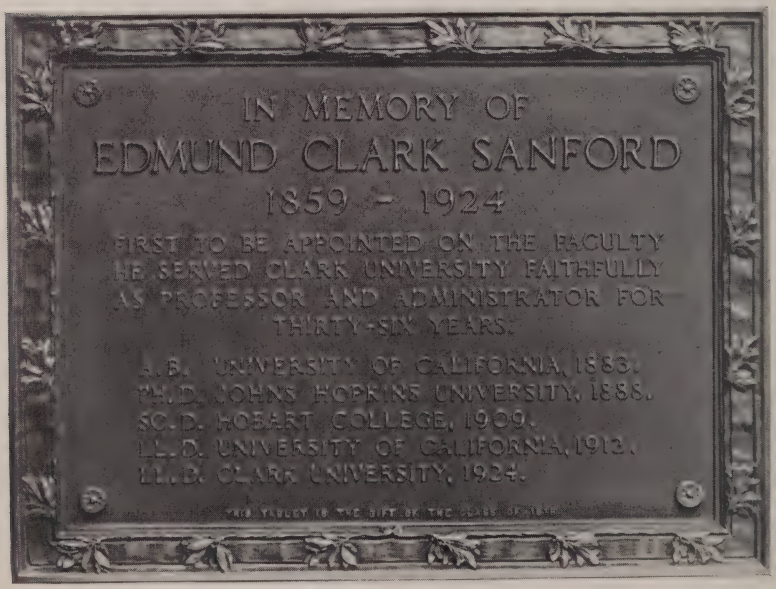

IN MEMORY OF
EDMUND CLARK SANFORD
1859 - 1924
FIRST TO BE APPOINTED ON THE FACULTY
HE SERVED CLARK UNIVERSITY FAITHFULLY
AS PROFESSOR AND ADMINISTRATOR FOR
THIRTY-SIX YEARS.
A.B. UNIVERSITY OF CALIFORNIA, 1883.
PH.D. JOHNS HOPKINS UNIVERSITY, 1888.
SC.D. HOBART COLLEGE, 1909.
LL.D. UNIVERSITY OF CALIFORNIA, 1913.
LL.B. CLARK UNIVERSITY, 1924.

FIGURE 5

year following the close of the leave of absence, or be required to refund to the University the salary paid during such leave of absence.

RETIREMENT OF OFFICERS OF THE UNIVERSITY FROM ACTIVE SERVICE

No statutes had been adopted which would provide for the retirement of officers of the University. A joint meeting with the faculty and a committee of the Board of Trustees was held and at that meeting the plans for such retirement were fully and frankly discussed. The plans under consideration at that meeting and approved were later presented to the Board of Trustees, and on January 22, 1921, approved by that Board in the following form:

"Any person holding the office of President of the University, Librarian, Bursar, Registrar, or any position on the teaching staff, may be retired by the Board of Trustees or may retire at his own option, at the age of sixty-five or at the end of any academic year thereafter, and shall retire at the age of seventy years, unless requested by the Board of Trustees to continue longer in active service. If the retiring age of seventy shall be reached during an academic year, the retirement shall become effective and shall date from the end of that academic year."

THE G. STANLEY HALL MEMORIAL ROOM

Through the kindness and generosity of Dr. Robert Hall, son of Dr. G. Stanley Hall, most of the articles of furniture that were in the room, where for many years the Psychology seminar was held, were given to the University. In accordance with the wishes of Dr. Robert Hall a memorial room has been set aside in the suite occupied by the Department of Psychology and that room is now so furnished as to suggest to the older Alumni of Clark the room where they became best acquainted with Dr. G. Stanley Hall. (See Fig. 3).

Abraham Mandelstam, M. A., Clark, 1913, authorized the preparation of the bronze tablet reproduced in Figure 4, and that tablet has now been placed in the G. Stanley Hall room.

MEMORIAL TABLETS

In addition to the Memorial Tablet for Dr. G. Stanley Hall two similar tablets have been placed in the auditorium of Jonas G. Clark Hall. One of these tablets is in memory of Dr. Arthur Gordon Webster, Figure 6, and the other is in memory of Dr. Edmund C. Sanford, Figure 5.

A fourth Memorial Tablet, prepared under the direction of the Board of Trustees and provided for by the Art Fund, has been placed in the main hall of the Library Building. It is a tablet in memory of the Clark men who gave their lives in service during the World War. A photographic reproduction of this tablet is shown in Figure 8.

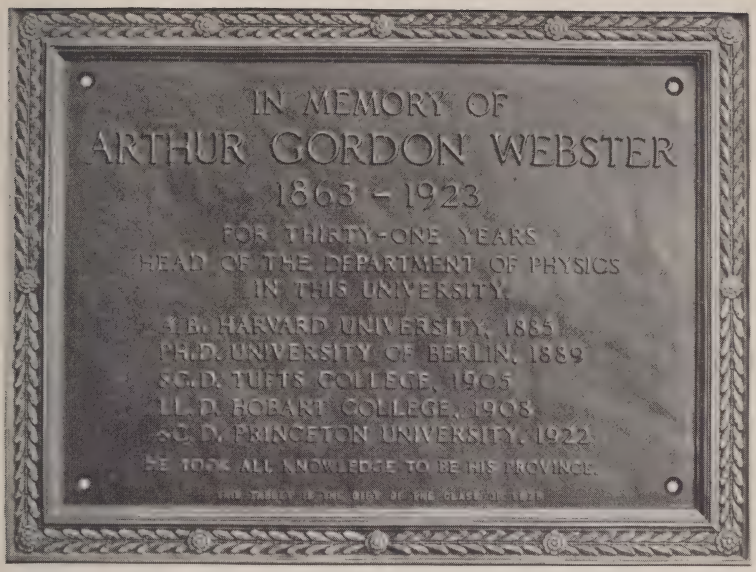

IN MEMORY OF
ARTHUR GORDON WEBSTER
1863 - 1923
FOR THIRTY-ONE YEARS
HEAD OF THE DEPARTMENT OF PHYSICS
IN THIS UNIVERSITY.
A.B. HARVARD UNIVERSITY, 1885
PH.D. UNIVERSITY OF BERLIN, 1889
SC.D. TUFTS COLLEGE, 1905
LL.D. HOBART COLLEGE, 1908
SC.D. PRINCETON UNIVERSITY, 1922
HE TOOK ALL KNOWLEDGE TO BE HIS PROVINCE.

FIGURE 6

FIGURE 7. LIBRARY COURT

THESE MEN OF CLARK GAVE THEIR LIVES
IN THE GREAT WAR FOR HUMANITY
IRVING · F · BOARDMAN
FRED · W · CHAPLIN
CLARENCE · O · DAVIS
CHARLES · R · LIVERMORE
GEORGE · RICHTER
EUGENE · W · ROARK
HAROLD · C · ROBINSON
CECIL · R · WILLIAMS
ELMER · E · CLARK

FIGURE 8

IN MEMORIAM

Dr. Irving Angell Field (Ph.D.)
1879-1921

Member of the Clark Faculty, 1911-1921.
Professor of Biology, Collegiate Division, 1918-1921.

Dr. Arthur Gordon Webster (Ph.D., Sc.D., LL.D.,)
1863-1923

Member of the Clark Faculty 1890-1923.
Professor of Physics, 1900-1923.
Head of the Department of Physics, 1892-1923.
Memorial services held at the University for Dr. Webster December 7, 1923.

Dr. Granville Stanley Hall (Ph.D., LL.D)
1844-1924

Member of the Clark Faculty 1888-1920.
Elected to the Presidency of Clark University, 1888.
First President of the University.
Served as President of the Graduate Division of the University and as Chairman of the Department of Psychology until June, 1920, when he retired from active service.
Memorial services held at the University February 1-3, 1925.
Memorial volume published in May, 1925.

Mr. Joseph de Perott
1854-1924

Member of the Clark Faculty 1890-1921.
Docent in Mathematics, 1890-1904.
Special Lecturer at the University, 1904-1921.

Dr. Edmund Clark Sanford (Ph.D., Sc.D., LL.D.)
1859-1924

Member of the Clark Faculty 1889-1924.
Member of the staff in the Department of Psychology 1889-1909.
President of Clark College 1909-1920.
Professor of Psychology and Education 1920-1924.
Memorial services held at the University February 1-3, 1925.
Memorial volume published in June, 1925.

The Graduate School of Geography

When plans were made for the reorganization of the University the Board of Trustees provided also for the establishment of a Graduate School of Geography.

Their decision was made after a very careful consideration of the gaps in the provision for higher education in America and the possibilities at Clark University for meeting a real need and for making a notable contribution to the system of education in this country.

During the latter half of the 19th century the continental universities of Europe gave special attention to the development of advanced studies and research work in Geography. At the same time the governmental agencies in those countries undertook the most careful mapping of their national domains. Such maps and all available geographic data have undoubtedly proved to be of great military significance and yet they have been and are of even greater significance in the solution of problems of transportation, communication, power transmission and land utilization. As the pressure of population has increased in northwestern Europe the necessity of a more perfect adjustment to environment has become apparent. Such adjustments can not be made intelligently without a knowledge and an appreciation of the significance in human affairs, of topography, soils, soil drainage, air drainage, climate and all natural resources available in the district. The life in continental Europe today reflects a more nearly perfect and intelligent adjustment to the geographic conditions than the life in any other large section of the world.

About the opening of the 20th century there was a distinct movement fostered by the Royal Geographical Society of London for the introduction of Geography in the curricula of the British Universities. Today each one of the leading universities in the British Isles has a well established department of Geography and the British people have already produced many able geographers and made many notable contributions to our knowl-

edge of the lands and of the seas and of the relationship of human activities to geographical environment.

In the United States of America geography has long been recognized as one of the fundamental branches in elementary education but relatively little work in this field has been offered in the high schools or colleges. Geography and history furnish much of the best material for use in the education of young people and they are both firmly established in our systems of elementary education. History has from the first been recognized in our institutions of higher learning and therefore opportunities have long been furnished to those who have wished to pursue that field of work and to prepare themselves to teach history or to carry on historical research. There have been very few opportunities in this country for those interested in geography to receive advanced instruction or to carry on, under direction, research work in that field. Many of those who are teaching geography in this country today have received no instruction in that subject beyond that which they secured in an elementary school.

In each of the larger universities and in many of the colleges in the United States physical geography has been developed in connection with the instructional work offered in the departments of Geology and at a few institutions distinct departments of Geography were opened prior to the establishment of the Clark Graduate School of Geography.

At no place in the United States, however, was there an organization established primarily for training specialists in geography and for promoting research work in that field of knowledge. There was no distinct Graduate School of Geography in this country. In the eastern portion of the country there was no well equipped and fully manned department of Geography.

However, there were increasing indications of an awakening of interest in geography throughout the United States. Several of the departments of government in Washington were calling for well trained geographers. Some of the large corporations interested in foreign trade were recognizing the advantages of a training in economic and commercial geography for those coming into their employ. Our national experiences during the years 1914 to 1918 undoubtedly aroused in the minds of large numbers of

American citizens an interest in foreign countries and in foreign affairs but more fundamental was the fact that the pressure of population in this country was beginning to be felt.

As a people we have nearly completed our period of expansion. For three hundred years we have solved many of our problems by continually expanding and appropriating more lands. The pressure of population was not felt as long as there were well watered lands available. But the days when it was wise to advise all young men to "go west" have passed. The days for more perfect adjustment in the wisest use of our natural resources have come.

Concomitant with the intensive utilization of our lands there has been a development in this country on a large scale of manufacturing industries. Demands for raw materials from foreign lands have increased and the need for foreign markets for a part of our finished products have become apparent. A world wide trade has been developing and a world wide economic unity has been established. It has become apparent to all thinking people that we are vitally concerned with the economic conditions throughout the world. Economic conditions are directly affected by social and political conditions and we are coming to realize that we are deeply concerned with most of the national problems of other people. The days of isolation are passed and the days for co-operation both within the nation and throughout the world have come.

The awakening of an interest in geography in this country is therefore most natural. It is imperative. It was in anticipation of this awakening and of the need for a school dedicated to the study and teaching of geography that, in the fall of 1921, the Clark Graduate School of Geography was opened.

At the close of this academic year it will have completed five years of work. During these five years there have been enrolled in the School 75 students who were graduates of colleges or universities. The following institutions have been represented in our School by their graduates.

Clark University
Harvard University
Brown University
University of Stockholm, Sweden
Univ. of Budapest, Hungary
Indiana State Normal College

FIGURE 9. A LIBRARY WINDOW

FIGURE 10. GEOGRAPHY WORK ROOM

Boston University	Smith
Illinois State Normal Univ.	Vassar
Cornell University	Columbia
University of Chicago	Wellesley
University of Cincinnati	Holy Cross
University of Michigan	Bates
University of Indiana	Mills
University of California	Dennison
University of Illinois	Drury
University of Ohio	George Peabody
University of Omaha	Penn State
University of Nebraska	Mass. Institute of Technology
University of North Dakota	Dartmouth
University of Wisconsin	

The degrees conferred and the institutions where the graduates of this school are located are shown in the following table.

	Degrees Conferred	Present location
Andrew, Paul E.	A.M. 1922	High School, Clovis, Calif.
Atwood, Rollin S.	A.M. 1925	High School, Trenton, N. J.
Branom, Frederick K.	Ph.D. 1923	Chicago Teachers Training College
Burnham, Guy H.	A.M. 1922	Clark University
Buzzard, Robert G.	Ph.D. 1925	Illinois State Normal University
Cammett, Stuart H.	A.M. 1924	College of the City of Detroit
Clune, Mary C.	Ph.D. 1922	High School, Springfield, Mass.
Donnelly, Everett C.	A.M. 1922	High School, Leominster, Mass.
Girard, Lillian	A.M. 1925	Clark Economic Geography Staff
Howe, George F.	A.M. 1924	State Nor. School New Britain, Ct.
Jackson, Eric P.	A.M. 1923	Student, University of Chicago
James, Preston E.	Ph.D. 1923	University of Michigan
Jonasson, Olof	Ph.D. 1926	University of Stockholm
Knight, Ella B.	A.M. 1924	Public Schools, Omaha, Nebraska
LaFleur, Albert F.	A.M. 1923	Ohio University
McConnell, Wallace R.	Ph.D. 1925	Miami University
Mason, Carol Y.	A.M. 1925	University of Illinois
Post, Clarence	A.M. 1925	State Nor. School, Glenville, W. Va.
Ridgley, Douglas C.	Ph.D. 1925	Clark University
Robertson, Ina C.	A.M. 1924	Teach. Tr'n'g Col., Valley City, N. D.
Russell, Edward D.	A.M. 1922	In Business
Russell, H. Harrison	A.M. 1924	Student at Clark
Saunders, Richard M.	A.M. 1925	American College, Beirut, Syria
Shank, Marjorie M.	A.M. 1923	State Nor. School, Carbondale, Ill.
Shipman, Julia M.	A.M. 1923	State Nor. School, Glassboro, N. J.
Swett, Phelps N.	A.M. 1925	Middlebury College
Switzer, Jesse E.	Ph.D. 1923	University of Indiana

Thomas, Katheryne C.	A.M. 1925	State Nor. School, Buffalo, N. Y.
Varney, Burton M.	Ph.D. 1925	U. S. Weather Bureau
White, Charles L.	Ph.D. 1925	University of Pittsburgh

Among the graduate students enrolled in the School this year there are several who are members of other colleges or university faculties. They are on leaves of absence and plan to return to their positions. The faculties thus represented this year include those of: The Ohio State University, Ohio University, Southern Branch of the University of California, Emory and Henry, and the University of Stockholm.

Many who have studied at the Clark School of Geography have accepted positions before they had completed work for a graduate degree. Of these there are at least seven who plan to return and complete all requirements for a graduate degree. During this year, 1925-26, there are twenty-one graduate students in residence. Six of them are candidates for the degree of Ph.D., and six are candidates for the degree of M.A. Some have not yet applied for admission to candidacy for a degree.

Twenty-seven colleges or universities have appealed to us for well trained geographers. Calls have also come in from the Departments of State and Commerce, and from the Weather Bureau. The demand has far exceeded the supply. During the last five years several universities have established departments of geography. Certain other colleges and universities have plans under consideration which should lead to the establishment of such departments.

Numerous calls have come in from Teachers Training Colleges, Normal Schools, High Schools and Academies. In our Home Study Department 294 students have been enrolled. Those students are resident in thirty-eight different states or foreign countries. Hundreds of calls have come in for addresses by members of the staff which would set forth the new movements in geography. Many calls have come for help in the organization of courses of study and for extension courses. We are unable to satisfy all of the demands or to accept all the opportunities that have been offered to us to be of service.

During the last two years Dr. Ridgley has conducted five extension courses at which the total attendance has been 435, and the

members of the staff have addressed numerous educational and scientific gatherings. During the last four years the Director of the School has addressed at least 270 audiences in 22 states. The meetings have varied from a small group of experts in geography to public audiences of 6,000. They have included business men's clubs, bankers' organizations, foreign trade experts, economic clubs, and professional educators. These engagements have been scattered in this country from Bangor, Maine, to San Francisco, California, and they include meetings in Porto Rico, London, Manchester, Edinburgh and Geneva.

We have entertained a number of visiting professors from the European universities and contacts have now been established with almost all of the active geographers in Europe.

The awakening of a new interest in geography is widespread in this country, throughout the British Empire, in continental Europe and the Far East. The reception which our new journal, *Economic Geography,* has received is indicative of an interest that is virtually world wide.

Organization of the Staff. The first and most important task in the establishment of the School of Geography was the selection and appointment of a suitable staff. The Director of the School accepted the responsibility of instruction and guidance in research work in the fields of physical and regional geography; Dr. Charles F. Brooks was appointed to the chair in meteorology and climatology; Dr. Ellen Churchill Semple took the chair in anthropogeography; special arrangements were made through the co-operation of the Department of Agriculture for the services during a part of the year of Doctors O. E. Baker, Homer L. Shantz and Curtis F. Marbut. These three men have been associated for many years in field studies and together they adequately cover the field of agricultural geography as well as the geography of plants and soils.

Dr. Clarence F. Jones was later appointed to the chair in economic geography and Dr. D. C. Ridgley was appointed in the field of geography in education. With the establishment of the journal *Economic Geography,* W. Elmer Ekblaw was selected as managing editor and with the opening of the next academic year

Mr. Ekblaw will offer courses of instruction in the School of Geography. Guy H. Burnham was appointed cartographer; he is curator of the map collection and has general supervision of the Work Room of the School of Geography. During the academic year 1925-26 the instructional staff in the school includes ten persons.

Since the School was organized special courses of instruction have been offered by Dr. Harry N. Whitford of the Yale School of Forestry, Dr. Olof Jonasson of the University of Stockholm, Mr. William H. Barker of the University of Manchester, Professor George B. Roorbach of the Harvard Graduate School of Business Administration, Dr. Earl C. Case of the University of Cincinnati, Dr. Henry C. Cowles of the University of Chicago and Professor V. C. Finch of the University of Wisconsin.

Provision for Research. In the organization of the School of Geography special provision was made for field studies to be conducted by the members of the staff. Dr. Charles F. Brooks has spent a period in travel and study in the region of the Carribean Sea. The Director of the School has continued physiographic studies in the Rocky Mountains under the auspices of the School of Geography, Dr. Ellen Churchill Semple has spent one season in the Mediterranean field and Dr. Clarence F. Jones has spent a period of five months in travel and study in South America. Other expeditions to be made by members of the staff have been arranged for.

Through co-operation of members of the staff with a number of the graduate students, it is now proposed to undertake a special study of the geography of New England. This study should lead to the preparation of a series of monographs setting forth the physical geography of the lands, the climate, the industrial, commercial and agricultural geography and the significance of geography in the history and literature of the New England region. This project can be so subdivided as to furnish an abundance of attractive field problems for graduate students. Such research work will be directed in the field by the specialists in the staff of the School and may serve in some cases as the basis for dissertations which may be presented in partial fulfillment of requirements for graduate degrees.

FIGURE 11. CARTOGRAPHY ALCOVE

FIGURE 12. LIBRARY BUILDING

Work Room and Equipment. The large room on the first floor of the Geography Building (See Fig. 10) has been equipped for the use of the members of the staff and graduate students. The map collections are stored through the central portion of this room, and much of the source material for geographical research has been placed in the student alcoves. A special catalog of geographical material has been placed in the Work Room. In one alcove equipment has been provided for cartographic work and assistance is available for those who desire to gain skill in the preparation of maps or who must prepare some form of chart or graph in connection with the presentation of results from research. (See Fig. 11).

A large, electrically lighted tracing table has been constructed. A pantograph, an adding machine, an architect's drafting table, a series of individual drawing boards, and a large assortment of drafting equipment, are available for the student.

The Work Room has been established and is conducted for maximum efficiency in education. Everyone who has a desk in that room is engaged in some piece of investigative work. There the students and the members of the staff are associated in their research work. The ideals of the room are perhaps best expressed in an epigram chosen from the words of President Emeritus Charles W. Eliot: "The very best kind of education is obtained in doing things one's self under competent direction and with good guidance."

Economic Geography was established as a quarterly journal and the first number appeared in March of 1925. No other journal occupies this field of scientific inquiry in America, and it is published with the sincere hope and purpose of making a valuable contribution to all who are engaged in the promotion of industry and trade; to those interested in Geography, Economics or Sociology; to the many students of national and international affairs; and to all who are engaged in intelligent utilization of the world's resources. We have been fortunate in receiving the hearty cooperation of distinguished scholars in this country, Canada and other more distant lands. The organization of the staff of *Economic Geography* is as follows:

EDITOR
Wallace W. Atwood
MANAGING EDITOR
W. Elmer Ekblaw

ASSOCIATE EDITORS
Oliver E. Baker
Clarence F. Jones
Samuel J. Brandenburg

THE COUNCILLORS

Dr. W. H. Barker, The University, Manchester, England.
Dr. Albert Demangeon, The University of Paris, France.
Baron Sten de Geer, The Geographic Institute, Stockholm Sweden.
Dr. Hans J. Wehrli, Geographic Institute, Zurich, Switzerland.
O. K. Davis, National Foreign Trade Council, New York City.
George E. Roberts, National City Bank, New York City.
Charles H. Markham, President Illinois Central Railroad, Chicago.
H. G. Moulton, Institute of Economics, Washington, D. C.
Colonel W. B. Greely, U. S. Forest Service, Washington, D. C.
Ellsworth Huntington, Yale University.
Lawrence Martin, Library of Congress, Washington, D. C.
G. B. Roorbach, Harvard University.
V. C. Finch, University of Wisconsin.
J. A. de Haas, New York University.
K. C. McMurry, University of Michigan
Bruno F. A. Deitrich, University of Breslau, Germany.

Desirability of a Special Foundation. The School of Geography is so unique and is doing so important a work at this time when the American people are awakening to a larger and deeper interest in world affairs that it offers an excellent opportunity for a special foundation. The School of Geography can be accommodated for a few years in its present location, but the building in which it is now located is the property of the Library, and should soon be made available for the further expansion of the Library. A bequest or gift that would make adequate provisions for this School would be most opportune. Such an investment would undoubtedly make an excellent return and be a source of maximum satisfaction to the donor.

International good-will can not be established without a general and wide-spread knowledge of economic conditions throughout the world. We must develop an intelligent sympathy between the peoples of the world. Our studies in human geography lead directly to that end. No other subject in American Education assumes the responsibility of introducing the youth of this country to the people now living in the other countries. Our future

attitude toward other peoples will depend upon what we are taught about them. Their attitude toward us will depend upon what they are taught about us. International good-will and understanding can only be accomplished with the proper study of history, geography and economics in our schools and colleges.

JONAS G. CLARK SCHOLARSHIPS

From a reading of the will of Mr. Clark it is quite apparent that he wished to provide facilities for young men to obtain a first-class college education who could not easily meet the expenses common to many of the colleges and universities of New England. It is equally clear that Mr. Clark desired to have men come to the institution who were seriously minded and who would profit most by the advantages of a higher education. In a desire to carry out his wishes and to establish another special memorial to Mr. Clark, the Trustees have provided for fifty Jonas G. Clark Scholarships. They are for high-grade men who wish to apply for financial assistance in pursuing their college work. The action taken by the Board of Trustees in establishing these scholarships is as follows:

"VOTED: To establish twenty (20) Jonas G. Clark Scholarships for members of the Freshman class, and ten (10) for each of the succeeding three classes in the college, the scholarships to yield $100 and to be applied in payment of tuition. The same to be awarded to candidates who satisfy all the requirements for admission to the college and shall be in the upper quarter of their respective classes in scholarship when the awards are made, and provided they be highly recommended by their respective teachers or principals. The details of plan and awarding of scholarships to be administered by the Collegiate Board."

With the opening of College in the fall of 1925 these new scholarships went into operation. There were more than enough applicants for the scholarships and it is a pleasure to report that several men whose records showed that they were in the upper quarter of their respective classes in high school, but who, either because of the keenness in competition or lateness of their applications, could not be awarded a Scholarship, nevertheless regis-

tered and entered the College. The stimulating effect for higher scholarship which has come from the establishment of these memorial grants is most wholesome. The men in each of the upper classes in the College realize that ten of them will be selected and awarded the scholarships each year. For those who are awarded such a scholarship there remains a fee of but $25.00 each semester to be paid to the University.

THE ALUMNI

The total number of persons who have received degrees from Clark is now 1576. The following table shows the classification of the alumni on the basis of the degrees conferred:

Bachelor of Arts	750	Doctor of Philosophy	299
Bachelor of Education	8	Honorary Degrees	38
Master of Arts	481		
		Total	1,576

PRESENT OCCUPATIONS OF CLARK ALUMNI

Educational Administration	36	U. S. Service	14
College or University Teachers	114	Welfare Administration	14
Teachers in other schools	115	Business	234
Clergymen	22	Students	64
Physicians, Surgeons, Dentists	35	Miscellaneous	12
Lawyers	41	Deceased	22
		Addresses Unknown	6
		Occupations unknown	29

Somewhat over fifty percent of all members of the Clark Alumni are engaged in professional work.

Among those who have received degrees from the Graduate Division of the University there are many who are holding positions of large responsibility and of eminence in this country. Four of the State Universities of this country are now conducted under the leadership of men who received their Doctor's degrees at this University: The University of Indiana, President William L. Bryan, Ph.D., Clark, 1892, University of North Carolina, President Harry W. Chase, Ph.D., Clark, 1910, University of Kansas, President Ernest H. Lindley, Ph.D., Clark, 1897, University of New Mexico, President, David S. Hill, Ph.D., Clark, 1907. Elmer B. Bryan, the President of Ohio University, was a student at Clark, and Frederick C. Ferry, Ph.D., Clark, 1898, is now President of Hamilton College.

Three hundred and ninety-five of the men and women who have received degrees from the Graduate Division are now holding positions in colleges and universities in this country. Twenty-three are in similar positions in foreign lands.

There are a number of groups of the Alumni of Clark organized and holding regular meetings each year. Of these groups the Worcester County, Boston, Hartford, New York, Washington, D. C., Detroit, and Chicago are the most active. During the past five years the President has met and addressed all but one of those groups, and that group has been addressed by other members of the staff. Each of the active groups has called upon us for representatives from the University faculty whom they wished to have in attendance at their meetings. In each of these groups there is an enthusiasm for Clark which is appreciated by all actively at work at the institution.

A special effort has been made to complete and keep up to date our Alumni mailing list. It is our desire to keep in close touch with all who have ever been at the institution. Various news bulletins are sent to the Alumni, and this year an illustrated calendar was prepared and mailed to each one. If any receive this report who do not receive other bulletins from the University we trust they will send in their names and permanent addresses, or the addresses to which they wish communications sent.

One notable piece of co-operative work which the Alumni have undertaken during the last few years has been the financing and directing of improvements in the new Athletic Field. The Alumni Committee in charge of that work consists of Mr. Allan B. Miller and Mr. George H. Mirick. They are co-operating with with the Treasurer of the Board of Trustees, Mr. Francis H. Dewey.

Another committee of the Alumni has undertaken the collection of loans which have been made to students. As a result there has been established a very substantial fund known as the Alumni Loan Fund. It is the desire of those who have undertaken this work and who are carrying out systematic plans for the collection of all loans that the fund may help more and more of the deserving men who come to Clark, to complete their studies without giving an unfortunately large amount of their time to outside work while at the University.

At a recent meeting of the Detroit Alumni group definite steps were taken looking forward to the collection of a sufficient fund to provide a memorial to Dr. Edmund C. Sanford. This is a most commendable undertaking, and all those who knew Dr. Sanford, especially those who worked with him or received their degrees under him, should make some contribution for this purpose. He was a man most dearly loved by all who came to know him. The establishment of such a memorial will be a credit to all who participate, and it will help to build up and strengthen, in this relatively youthful institution, associations which will mean more to all Clark alumni as the years pass.

We received a fund from the class of 1918 which provided for a memorial tablet for Dr. Sanford, and a fund from the class of 1925 which provided for a similar memorial tablet for Dr. Arthur Gordon Webster. We were also pleased to be authorized by Mr. Abraham Mandelstam, M.A., Clark, 1913, to prepare a memorial tablet for Dr. G. Stanley Hall.

The good will and interest of many of the Alumni have been shown, from time to time, in various ways. One Alumnus has the habit, well established, of paying the tuition or a large part of the tuition of a deserving student each year. Another Alumnus, a very recent graduate, made a substantial and unsolicited subscription to the Athletic Field fund at the opening of college last September, and indicated that it was but the beginning of what he wanted to do for Clark in return for what the institution had done for him. One of the Alumni of the college has remembered Clark in his will in a most generous way and deposited that will with the President.

Many of the Alumni, though very busily engaged in their own work, take time to write most cordial and encouraging letters to their friends on the faculty and to those who have at present the administrative responsibility at Clark. Those letters are most sincerely appreciated, and suggestions which will lead to the further development of the University, or its greater service to those in attendance or to those in the Alumni body will always be most welcome.

FIGURE 13. ESTABROOK HALL

FIGURE 15. THE AUDITORIUM

THE UNIVERSITY PLANT

The present site of the University was selected by the Founder at least forty years ago. At that time the grounds now occupied by the University were on the outskirts of the city of Worcester on the road to Springfield. The location must then have been a very attractive, well wooded surburban district. With the growth of the city during the last forty years the University campus has come to be in a densely settled region, and the road to Springfield, now south Main Street, has become one of the leading thoroughfares of the city and a trunk line for motor traffic between Boston and New York.

In projecting plans for the future development of the University plant two alternatives may be considered. If the University must remain in its present location it would seem most desirable to follow a plan similar to that of many of the European universities that are similarly located in the midst of large cities, and erect about the margin of the main campus a nearly continuous line of buildings.

A solid phalanx of buildings erected on Main Street would help to prevent the noise of the passing cars and motor vehicles from disturbing the class room and laboratory work, as well as the public meetings carried on in the other portions of the quadrangle. The buildings which should be placed on Main Street should, of course, be those in which the work would be least disturbed by the noise associated with the thoroughfare.

In the diagram shown on page 39 a definite proposal is made for the completion of the main University quadrangle and for certain additions to the neighboring University property. The land now owned by the University on Woodland Street forms a very considerable secondary campus and offers opportunity for the erection of buildings that are highly desirable.

An alternative plan, and one which allows of a much more inspiring outlook, would be the purchase of one to two hundred acres on some one of the attractive hill lands on the outskirts of Worcester, and the erection there of an entirely new plant. A site could be selected today that should never, in the future development of this city, come to be in a congested district. The

new site should be sufficiently large to retain for all time a park-like environment for the University. On such a piece of property a modern plant for a small, high-grade university could be erected which would be an architectural and artistic monument in this city. The chapel, the buildings for academic work, the gymnasium, athletic fields, faculty homes, and homes for student organizations could be so grouped that a university community could be conveniently and efficiently cared for. Many community enterprises, especially the heating and care of the buildings, could be carried out.

Several other American universities have found it necessary to abandon their original sites and establish entirely new plants, where more ground was available and where the surroundings for university work were more appropriate.

The opportunity for the erection of a complete university plant is available. The maintenance of that plant and the perpetuation of a magnificent monument to the cause of higher education is assured through the endowment of the University. The sale of the present property of the University should so augment the funds available for maintenance that a new plant could be adequately cared for and the grounds maintained in a most attractive condition. The entire amount of money necessary for this project is not large when compared with the cost of many of the university projects now being undertaken in this country. It would not be large when looked upon in a truly American way. It would be a most generous and noble contribution to the city of Worcester and to the cause of education in this country. The project is free from the element of chance, for the University through nearly forty years of service has established an enviable reputation. There are nearly two thousand in the Alumni, and the need of its services is certain to increase with the ever increasing importance of education and the ever increasing number seeking admission to our colleges and universities.

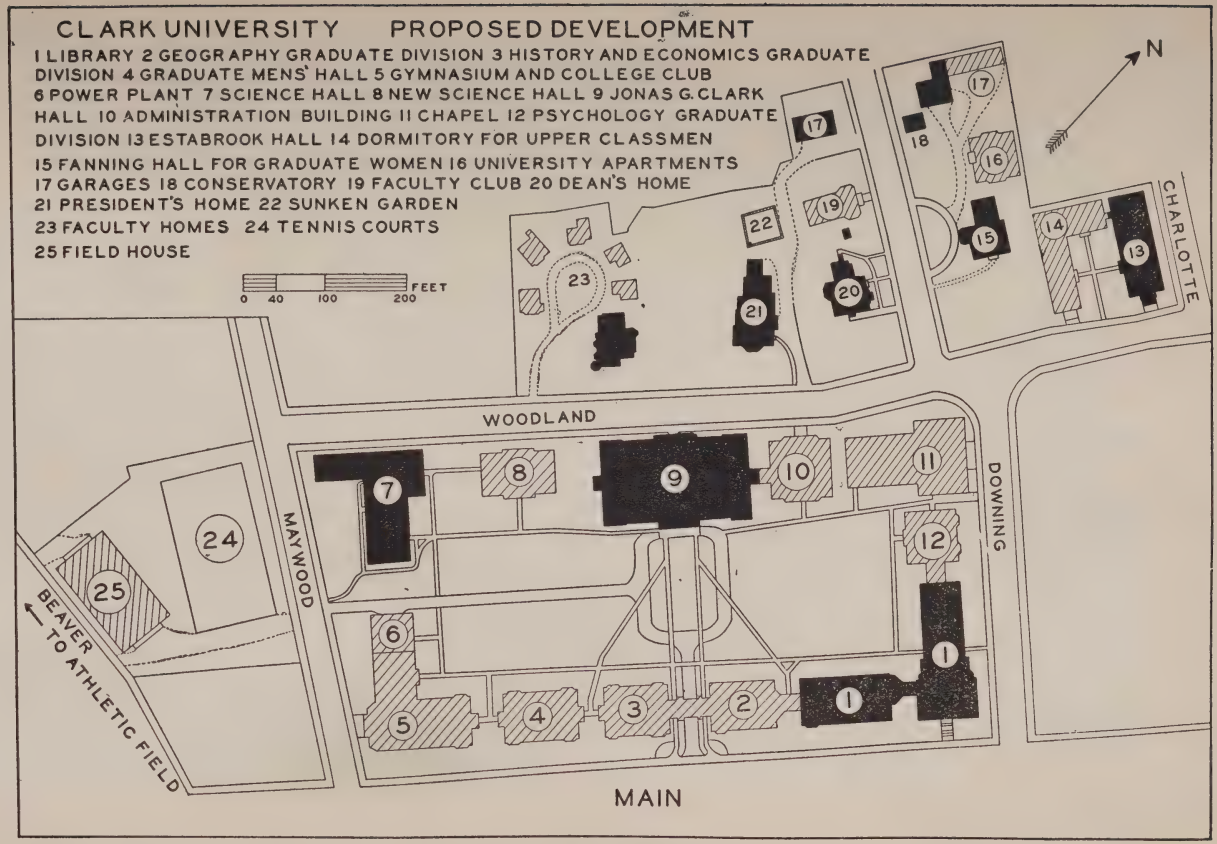

CLARK UNIVERSITY PROPOSED DEVELOPMENT
1 LIBRARY 2 GEOGRAPHY GRADUATE DIVISION 3 HISTORY AND ECONOMICS GRADUATE DIVISION 4 GRADUATE MENS' HALL 5 GYMNASIUM AND COLLEGE CLUB
6 POWER PLANT 7 SCIENCE HALL 8 NEW SCIENCE HALL 9 JONAS G. CLARK HALL 10 ADMINISTRATION BUILDING 11 CHAPEL 12 PSYCHOLOGY GRADUATE DIVISION 13 ESTABROOK HALL 14 DORMITORY FOR UPPER CLASSMEN
15 FANNING HALL FOR GRADUATE WOMEN 16 UNIVERSITY APARTMENTS
17 GARAGES 18 CONSERVATORY 19 FACULTY CLUB 20 DEAN'S HOME
21 PRESIDENT'S HOME 22 SUNKEN GARDEN
23 FACULTY HOMES 24 TENNIS COURTS
25 FIELD HOUSE
0 40 100 200 FEET
N
WOODLAND
CHARLOTTE
DOWNING
MAYWOOD
BEAVER
TO ATHLETIC FIELD
MAIN

FIGURE 16. PROPOSED DEVELOPMENT OF THE UNIVERSITY PLANT

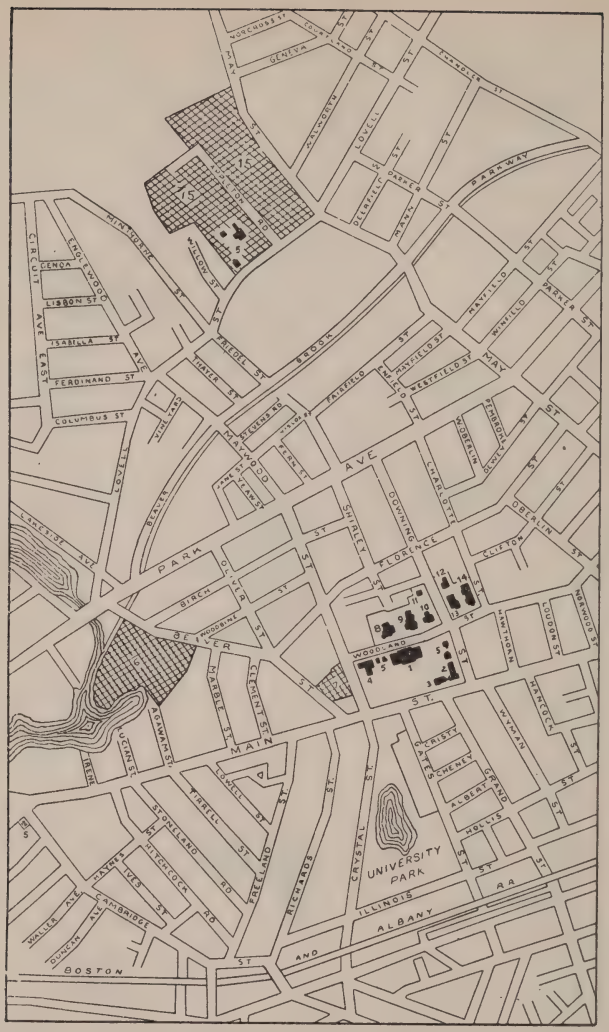


FIGURE 17. MAP OF A SECTION OF WORCESTER SHOWING DISTRIBUTION OF UNIVERSITY PROPERTY

1. Jonas G. Clark Hall
2. The Library
3. The Geography Building
4. Science Hall
5. Faculty Homes
6. Athletic Field
7. Tennis Courts
8. Faculty House
9. President's Home
10. Dean's Home
11. Garage
12. Garage and Conservatory
13. Home of the late David Hale Fanning
14. Estabrook Hall
15. Hadwen Arboretum

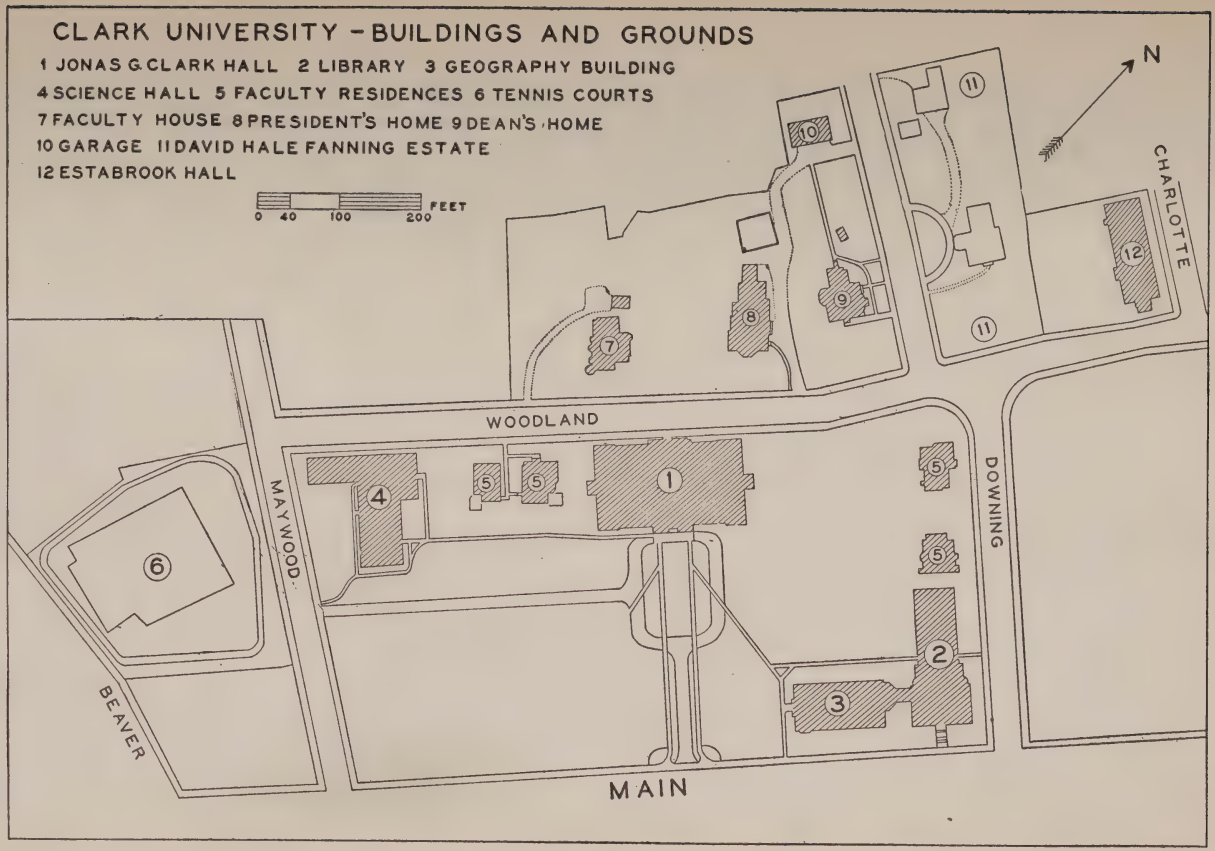


FIGURE 18. GENERAL PLAN OF THE UNIVERSITY CAMPUS

RECENT CHANGES IN THE UNIVERSITY PLANT

JONAS G. CLARK HALL

The New Auditorium. The institution has long needed an auditorium with the conveniences of a modern stage or platform. During the summer of 1924 one corner of the roof covering the central portion of Jonas G. Clark Hall collapsed. It was necessary to remodel and rebuild the entire central section of the roof. In the construction of a new roof over the central part of the building a large and useful room became available. (Figure 15). By changing the entrances and arranging special exits this room was transformed into an attractive auditorium and, by utilizing the remaining space in that portion of the building, an entertainment platform and adjoining dressing rooms were provided. The hall and the platform provide excellent opportunities for the dramatic society, the musical organizations, and debating teams. It is used for most of the public lectures and entertainments and for the larger social events at the University. Each Monday the college men meet in this room for their regular assembly and in June of 1925 this room was used for the Commencement exercises for the entire University. The Fine Arts lectures are now given in this hall and the full seating capacity, nearly six hundred, has been utilized in accommodating those who wish to attend these lectures.

The new auditorium is a most welcome addition to the equipment of the University, for there has been no large room free from center supports where the entire student body could assemble and where entertainments could be given. The location of the room with windows above the roof line gives ample opportunity for excellent ventilation, and by good fortune the acoustic properties of the room are especially favorable. The collapse of the roof seemed at first a great misfortune, but in making the repairs, completing the stage setting and installing an elevator what at first appeared to be a misfortune has brought with it much of good fortune.

The Clock Tower. As the work of repairing the roof of Jonas G. Clark Hall progressed it became apparent that the tower which had contained the University clock was in danger of collapsing. That tower was removed and a new structure was erected, in which the clock has been installed (see Figure 1).

The Psychological Laboratories. Additional space and equipment has been provided for the department of Psychology on the third floor of Jonas G. Clark Hall, and today that department occupies most of the space on that floor of the building. The offices, seminar rooms, lecture rooms, and laboratories are arranged very conveniently, and they have been redecorated. A special suite of rooms has been provided for Dr. Hunter, who occupies the chair in genetic psychology established in 1925.

The Biological Laboratories, which are located on the second floor of this hall, have been thoroughly renovated and considerable additions to the equipment have been made.

The Department of Geology, which was added to the College in 1922, is provided with a lecture room and a laboratory on the second floor of Jonas G. Clark Hall. This department started without any equipment but in three years many excellent working collections have been secured and a number of very attractive and useful museum specimens have been placed on exhibition in the department lecture room.

The Temporary Gymnasium. In the basement of Jonas G. Clark Hall improvements have been made in the bathing facilities and the locker space connected with the gymnasium, and a special handball court has been provided. The basement gymnasium is quite unsatisfactory. The pillars in the room so limit the open space that it is impossible to play a game of basketball under the association rulings. There is even some risk in the practice work for men might, in the game, accidentally be thrown or might fall against one of the pillars which crowd in on the space where such practice is carried on. No home games with visiting college teams can be played at the University. It is necessary for the college to rent one of the High School gymnasiums for college games here in Worcester. The need of a new gymnasium will be referred to again later in this report.

Many of the rooms and all of the halls in Jonas G. Clark Hall have been redecorated, and in a few instances large rooms have been subdivided, and thus made more useful in the work of the several departments housed in this building.

SCIENCE HALL

The building occupied by the departments of Physics and Chemistry has been thoroughly redecorated and a Science Lecture Hall has been provided. This hall has a seating capacity of about one hundred, and is fully equipped for lecture demonstrations in physics or chemistry. More than two hundred and fifty excellent industrial exhibits have been secured and they have been so placed that they are available for study. We are indebted chiefly to the generosity of business houses located in the United States for these exhibits, but a few of them have been given by European or Asiatic firms.

Two fifty-two foot metal towers have been erected on the roof of Science Hall and support radio equipment. The members of the Radio Club are exceedingly active. They have communicated from the University with stations in Australia and others in England. The University has been granted a broadcasting license with a wave length of two hundred and thirty-eight meters. The call letters are WCUW. For several years the Clark station has operated under the Experimental License IX2, and is one of the few University stations co-operating on fading tests with the U. S. Bureau of Standards.

In the laboratory of Physics and on the roof an equipment similar to that used at an official weather bureau station has been installed. Self-recording instruments are constantly at work and students have an excellent opportunity to become quite familiar with the daily work at a weather bureau station. The records and the personal observations made by the students serve as the basis for regular instructional work in metorology and climatology.

LIBRARY BUILDING

This is the most attractive building on the campus. It has been kept in first class repair, and new stacks have been added to accommodate the rapidly increasing number of books in the Library. The west wing of the building is occupied in part by the School of Geography, and on the first floor a "work room" has been equipped which affords unique opportunities for the pursuit of research work in the science of geography.

ESTABROOK HALL

The largest permanent improvement to the physical equipment of the University has been the erection of a dormitory, (see Figure 13). This was made possible through the kindness and generosity of Mr. Arthur E. Estabrook, who was a member of the Board of Trustees from 1904 to 1919. In his will Mr. Estabrook provided for an unrestricted gift to the University of $100,000.

A dormitory especially for Freshman students living away from home was one of the most pressing needs of the institution. Our Dining Hall Building, erected in 1908, had been constructed so that two additional stories might be added to the structure. Plans were drawn up by Frost and Chamberlain, which involved the remodeling of portions of the present Dining Hall building, and the addition of two floors to be sub-divided into rooms for students. The dormitory portion of Estabrook Hall will now accomodate a Proctor, who has general supervision of the dormitory, and fifty-one students. There are dressing rooms and a checking room arranged in the basement, and a lounge or club room on the main dining room floor. Figure 9 gives the general floor plan of the dormitory section of Estabrook Hall. There are a few rooms occupied by two men, but most of the space is so sub-divided that each two students have a two-room suite, in which one room is used for sleeping and the other as a study or sitting room.

This addition to the plant of the University has been most welcome to the undergraduate students. The institution has now assumed a certain responsibility for those who come from a distance to pursue their college studies in Worcester. A good home is provided for them, with excellent facilities for study and for association with their fellows. The enthusiasm of the college men as they come to live together under most favorable conditions is a notable contribution to the life at Clark. The members of each Freshman class should come to have a stronger feeling of unity and each year many more personal friendships should be made than was possible when the Clark men lived in homes scattered about the neighborhood of the University.

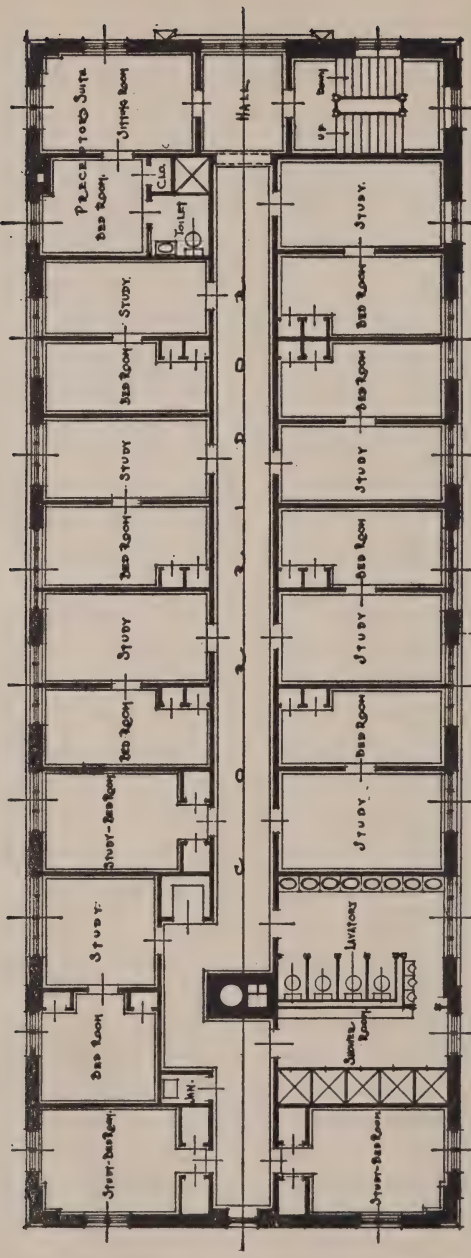


Figure 19. Floor Plan Estabrook Hall

The upper class men who occupied rooms in the dormitory last year have regretted the necessity for leaving Estabrook Hall at the end of the Freshman year. The need of another dormitory is quite apparent. Estabrook hall is today filled to its capacity and there are many applicants for rooms who have been disappointed. There are graduate students who would gladly live in a section of a university dormitory assigned to them, and one of the best investments the institution can make would be another dormitory placed parallel to Estabrook Hall on the farther side of the same plot of ground.

FACULTY HOMES ON UNIVERSITY GROUNDS

The chief change that has been made on the campus during the last five years is in the moving of the two houses that were formerly located near the Library Building to locations on Woodland Street, between Jonas G. Clark Hall and Science Hall. These houses have been thoroughly redecorated, equipped for electric service and connected with the central heating plant. One of these houses is leased to Dr. Walter S. Hunter, and the other to Dr. William H. Warren.

A new heating plant has been installed in the house at 11 Downing Street, and that house has been thoroughly redecorated and much improved. It is occupied by Dr. Carl Murchison and his family. The corner house at 21 Downing Street is leased to Dr. George H. Blakeslee. It has been notably improved and redecorated during the last two years. The two houses facing on Downing Street are not as yet connected with the central heating plant, but such a plan would be most welcome to the present tenants.

The residence at 166 Woodland Street, containing sixteen rooms, which is nearly opposite the entrance to Jonas G. Clark Hall, was purchased by the University during the year 1922. The building has been connected with the main heating plant, rewired, and it is in use as the home for several members of the Faculty and for a number of graduate students. The top floor has now been assigned to fellows in the Graduate School.

The President's home at 160 Woodland Street was redecorated and notably improved in 1920, and in 1921 connected with the

main heating plant. The residence at 156 Woodland Street, formerly occupied by Dr. Hall, has been thoroughly redecorated and improved and connected with the central heating plant. It is now occupied by Dr. Homer P. Little, Dean of the College, and his family.

The main and larger residence on the grounds of the Hadwen Arboretum has been thoroughly redecorated, and is leased to Dr. Charles F. Brooks. The small adjoining house, which was formerly occupied by a caretaker, has been remodeled and redecorated, and is now leased to Dr. Clarence F. Jones. One other residence owned and maintained by the University is at No. 1 Webster Street, and it is occupied by Mr. Ernest R. Whitman, Director of Physical Education, and his family.

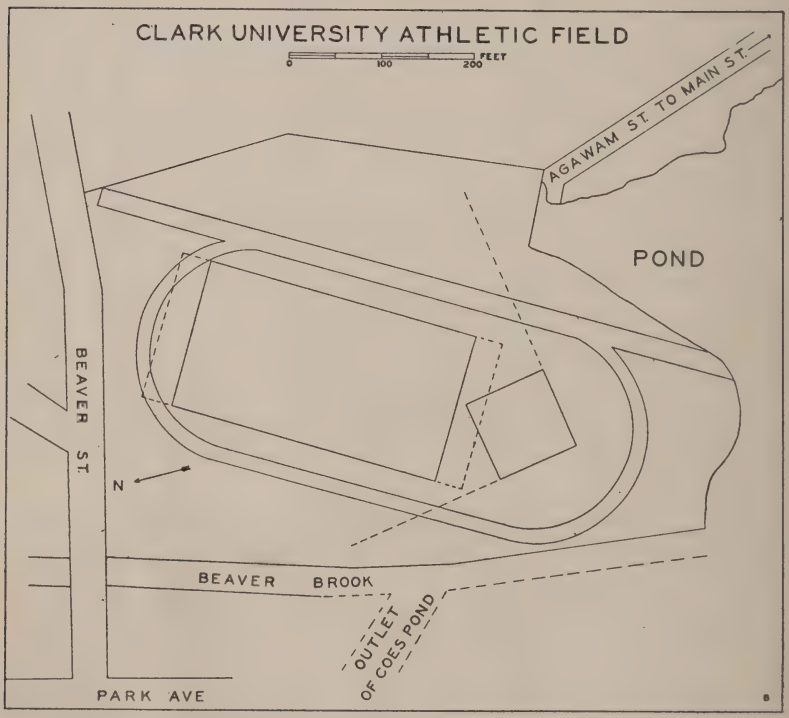


FIGURE 20. GENERAL PLAN OF THE NEW ATHLETIC FIELD

ATHLETIC FIELD

Since the opening of the collegiate division of the University in 1903 there have been many inter-class contests, and since 1919 intercollegiate athletic contests have been permitted by the Faculty. There has been, however, no adequate athletic field where home games of soccer or baseball could be played. The University tennis courts on Maywood Street have been much enjoyed and appreciated, and during the last few years a corner of the campus has been used for baseball and soccer practice.

The need of a general athletic field had become quite pressing, and in 1924 a tract of about seven acres, located near the junction of Beaver Street and Park Avenue, and adjoining Beaver Brook, was purchased by the Trustees for use as an Athletic Field (see Figure 20). The Clark Alumni have raised a considerable sum, which has been used in leveling and grading the field. An additional sum has been provided by the Trustees and the work of grading for the soccer field and the baseball diamond will be completed in the spring of 1926. A necessary fence will be erected and temporary grandstands will be installed. This field is within five minutes walk of the main campus.

GIFTS TO THE UNIVERSITY

During the last five years the University has been kindly and generously remembered by a number of its friends. The largest gift has come from Dr. G. Stanley Hall, who provided in his will for the establishment of an endowment for research in Genetic Psychology. This fund will probably amount to at least $160,000. The income will be available for supporting research and advanced studies in the field in which Dr. Hall was most interested.

Dr. Edmund C. Sanford provided in his will that after certain life interests had expired the University should become his chief legatee. The amount of his estate is not definitely known.

The bequest made by Mr. Arthur E. Estabrook was for $100,000. Most of that amount has now been turned over to the University by the executors of Mr. Estabrook's estate. That fund made possible the completion of Estabrook Hall. By the conditions of the will of Mrs. Arthur E. Estabrook the University will receive another bequest. The amount of that bequest is not yet definitely known.

In the will of Mr. Willard Richmond the University was made residuary legatee, and when certain life interests have expired the University will become the owner of valuable business property on Main Street, near Front.

In accordance with the will of Ellen F. Kennedy a fund of $10,000 has been received, the income from which becomes available as a student loan fund.

The Society of B'nai Brith of Worcester has presented to the University a fund of $2,000. The income from this fund is to be used to assist any student or students who are most deserving of financial help in order to carry out their plans for a college education.

Each year the Fellowship Fund in the Graduate Division of the University has been supplemented by members of the American Antiquarian Society. This special fellowship has been awarded to deserving students especially interested in American history.

A special fellowship was established by Dr. Charles H. Thurber in 1924-25 for a graduate from the University of Porto Rico. That fellowship has been continued through the year 1925-26.

A very generous special gift was made to the Library of Clark University by the late Mr. David Hale Fanning. He made a gift of $1,000, which provided that Clark University shall receive a set of twenty volumes of that monumental work prepared by Mr. Edward S. Curtis with the help of a most generous subsidy made by Mr. J. Pierpont Morgan of New York, on "The Indians of North America." Each volume is accompanied by a portfolio containing about one hundred large royal bromide enlargements from Mr. Curtis' superb negatives. Twelve volumes have already been received.

The will of Mr. Fanning provides that his house at 150 Woodland Street shall become the property of the University on the payment of $10,000 to his daughter. This is a very attractive and valuable piece of property, and it is located in the midst of the University grounds. The use that will be made of this property has not been determined.

Miss Martha L. Sanford presented to the Psychology Laboratory a special collection of books and an appropriate bookcase in memory of her brother.

A number of volumes have been presented to the Library during the past few years by citizens of Worcester, and the gifts made by Mr. and Mrs. A. G. Bullock, Mr. Alexander H. Bullock, and Mr. Alexander Bowler deserve special mention.

Dr. Edmund C. Sanford made and presented to the University a very serviceable Reflecting Telescope. The mahogany tube was made from a piece of old family furniture, the base and standard made from an apple tree that grew in the President's yard at 160 Woodland Street, and the reflecting glass made from the base of a glass jar meat container.

NEEDS OF THE UNIVERSITY

Endowment for Instruction and Research. The ideals of this University were established by men primarily engaged in research work. Clark University is one of but two in America that were founded solely for the pursuit of graduate study and scientific investigation. In each of these institutions an undergraduate or collegiate department has been added, but in each one special emphasis is yet given to advanced instructional work and to research.

The maintenance of the ideals of such an institution is dependent upon the membership of its working staff. It is of first importance that the personnel in such an organization be capable of and enthusiastically engaged in original investigative work. We need men with creative imaginations, with intellectual power and intellectual independence. We need our share of the leaders in the learned professions so that the purposes for which this University was founded may be successfully accomplished and the institution may be of greatest service to our local community, to the Commonwealth of Massachusetts, and to the nation.

More buildings would be appreciated, but in the last analysis the future of the institution. its contribution to education and its service to humanity, depend more upon the men who are retained in its faculty and the facilities which those men have for pursuing their work, than upon any other one thing. We should have an additional endowment of at least one million dollars to make possible a few additions to the faculty, for increases in salaries, and for the improvement of conditions for research.

Special Research Funds would be of great help to us. Endowments which yield five thousand dollars a year should soon produce notably good results. The income should be available for the purchase of special equipment; for the payment of research assistants, or for field expenses. In some kinds of research it is highly desirable that the investigator shall go directly to original source material that can not be made available in Worcester.

A travel fund which would yield $1,200 a year, to provide for the expenses that members of the staff must now pay if they wish to attend national conferences with colleagues in their particular fields of work, is very desirable. Frequently the national meetings are most appropriately held at points in the Mississippi valley and the expenses to the individual professor in attending one of these meetings, where he would like to represent the University, are so large that he hesitates to accept an invitation. From the standpoint of the University this is unfortunate. If we desire to hold a position of leadership in the special fields of work to which we are devoting our attention, our men should meet and know their contemporaries and contribute to the national programs in their respective professional organizations.

A publication fund is very much needed. A series of Clark monographs, containing contributions from the faculty, and often a contribution made by a graduate student working under the direction of the staff, if published under our auspices, would bring to the institution its due credit. A fund which would produce five thousand dollars a year would make it possible for us to undertake this project. Certain monographs should prove to be saleable, and occasionally one might appear that would sell in large numbers.

A new dormitory. Estabrook Hall has proven to be a most acceptable addition to the University plant. It is filled to capacity and there are others who wish to have rooms in this building. At present we have no provision for students other than Freshmen. Another dormitory would soon be fully occupied. It should be so planned that a section was available for graduate men, and, if it seemed desirable, certain entries could be so con-

structed as to serve as attractive units for the college fraternities. In this way they would be brought to the campus rather than live in rented houses, which they maintain in the neighborhood.

A Women's Hall. There is a real need for a small dormitory home for the women who attend the graduate school. At present they are scattered about in the neighborhood. They have no opportunity to enjoy the social and intellectual advantages that should come from association in a dormitory home while they are here at the University. A building that would accommodate twenty persons would meet the present needs, and probably the needs for some time in the future. One of the larger residences near the University would answer this purpose.

A modern gymnasium is the outstanding and conspicuous need of the undergraduate division of the University, and it would be much appreciated by many of the graduate students and by members of the faculty. It is most unfortunate that we have no suitable plant for the Department of Physical Education. We are handicapped in the playing of games to such an extent that we cannot invite representatives from another college to come here and play basketball with us unless we rent a gymnasium in one of the local high schools. We have no swimming tank, no indoor track, and no club rooms such as might well be a part of the gymnasium building. The hall of a modern gymnasium would undoubtedly serve many useful purposes in the life of the University.

Clark College has never been dominated by athletics. There has been no indication of commercialism in the sport, and it would be most fortunate if the spirit of pure amateur athletics could forever be assured at Clark. The games should be conducted regardless of gate receipts, and admission should be controlled by invitation. The great commercial interest in American college athletics should be eliminated. With a relatively small endowment Clark could set an excellent example and develop here in New England a department of college athletics entirely free from commercialism.

A Motor Bus seating twenty-five people would fill a real need, especially during the fall and spring months of the regular

academic year, when field studies are conducted with students by members of the staff in geography, chemistry, physics, and English literature. During the Summer School periods busses have been engaged for the many excursions taken while the School was in session. In 1924 and 1925 busses were engaged for periods of two weeks following the close of the Summer School for regular field courses given by members of the staff.

The College often finds it necessary to engage busses for transporting the athletic teams when contests are held at neighboring colleges, and busses are used by the Glee Club when concerts are given outside of Worcester. At present we are forced to pay the prices asked by the owners of the busses, and we are often inconvenienced and can not carry out our regular program because there is no bus available. Many of our field trips can not be planned long ahead. They are dependent upon weather conditions, and therefore we should have a bus at our command so that the expedition can be planned on short notice when the opportunity is most favorable.

A power plant in a separate building at a point on Maywood Street and low enough so that all water from the condensation of steam or from the hot water systems now installed in certain buildings would return by gravity would be an excellent improvement in our physical equipment. The present heating plant is in the basement of Jonas G. Clark Hall. This is a very unfortunate location. A power plant should not be in any one of the buildings used for general educational puposes.

Fellowship Funds. We have constantly before us the problem of helping needy students, both in the undergraduate and graduate divisions of the University. Our investments are in men and women and we are constantly considering in whom we will make those investments. We often await returns throughout considerable periods of time, but those who have been in educational work for two or three decades, or individuals not professionally engaged in education who have watched throughout a similar period the progress made by young people who have had the advantages of higher education, recognize that many of the investments which we make yield remarkably good returns. It is

not simply the intellectual power which comes from this special training, it is a growth in character and a development of personality which produces for society citizens of marked ability and with the highest ideals of service.

It is with sincere regret that we learn of some of our young men working long hours at night in order to carry themselves through college, and performing various kinds of service in the community, which leaves them little strength for their college work. Those young men in our community who really want a college education should have the opportunity of securing one. There are also many who cannot go on for advanced studies, although they have the ability and the desire to complete their training and equip themselves for higher positions in the profession. We find many who are making great sacrifices in order to attend the graduate school. Misfortunes occur and they need financial help. Fellowship funds or loan funds for able, needy student both in the graduate and undergraduate divisions can be used to great advantage by the University.

UNIVERSITY LIBRARY

Under the dual organization there were two distinct libraries at Clark, but with the reorganization of the institution accomplished it became possible to unite these libraries. The special library which had been maintained for the College was incorporated in the general library which was maintained for the University, and all privileges in the general library were extended to the College students. The combining of the two libraries has centralized all administrative work and afforded to the undergraduates the somewhat unusual opportunity of going directly to the shelves and stacks in the main library. The college men have been granted the same privileges that graduate students enjoy. The alcoves in the large reading room on the main floor of the library are now used as small study rooms. The alcoves furnish a certain amount of isolation and serve as most attractive places for those at work consulting the various reference books in their respective fields of work. The men work in an ideal library atmosphere. The books in their field of study are all about them and from such an association there should result a better acquaintance with a larger range of authorities than would come

from drawing out for study one or two special books that might be located through the use of a card catalogue. (See Fig. 12).

The administrative report of the Librarian follows:

"The Library has grown steadily during the past five years. We have added on an average of 3600 volumes each year, and have maintained the many sets of scientific journals in which this Library has always been strong. Fully fifty per cent of our purchases have gone into journals and binding.

We have built up a strong department in Geography during these five years, both in books and maps Mr. Guy H. Burnham has been appointed cartographer and has charge of all maps and slides which are kept in the Geography Work Room.

In reorganizing the University we were able to combine the two libraries and give all our students equal library privileges. This has, of course, brought extra pressure upon the shelf capacity of the building and we must look forward to adding a stack room in the near future. When the building was first occupied in 1903, the library contained 23,000 volumes. Today we have passed 112,000. With the growth of the undergraduate department—to which we may confidently look forward—we must have a suitable study-room to seat one hundred students."

LOUIS N. WILSON,
Librarian.

ART DEPARTMENT

LOUIS N. WILSON, *Curator*

The Art Department at Clark—founded by Mr. Clark and endowed at his death with $100,000—has led a somewhat modest existence. Besides caring for Mr. Clark's books and pictures the income has been used for additions in the way of paintings, photographs, lantern slides and pictures. During the past five years we have added an oil portrait of Augustus George Bullock, a member of the Board of Trustees since 1901, and its President from 1905 to 1919. This portrait was painted by Leslie F. Thompson of Boston in 1921. In March, 1925, a portrait of President Wallace W. Atwood, painted by John C. Johansen of New York, was added to the collection.

For many years the curator and custodian of the Art Department has been collecting photographs of present and past members of the Board of Trustees. In 1924 these photographs, thirty in all, were enlarged to 16 x 20 inches, framed uniformly and hung on the walls of the Trustees' Room This collection is now one of the valued possessions of the University.

UNIVERSITY PUBLICATIONS

The University now owns and publishes three periodicals:—

(1) *Pedagogical Seminary and Journal of Genetic Psychology.* This periodical was founded by G. Stanley Hall in 1891 as an international record of educational literature. (2) *Genetic Psychology Monographs,* founded in 1925, and (3) *Economic Geography,* founded in 1925.

The *Clark University Bulletin* is published eight times a year. One number is reserved for the catalogue, another for the Summer School announcements, and two others are used in sending out special news to the Alumni and friends of the institution.

From time to time the Library issues special publications. During the last five years it has issued the following:

"Granville Stanley Hall," a Memorial Volume.

"The Graduate School of Geography," Commencement Address delivered by William Morris Davis, June, 1922.

Address at the Dedication of the Clark War Memorial, by Dr. Edmund C. Sanford.

"The Test of Progress," Commencement Address, June, 1924, by Dr. Edmund C. Sanford.

"Since the Foundation," by Dr. Frederick J. Turner.

"Edmund Clark Sanford," a Memorial Volume.

In 1924, and again in 1925, the Dean of the College prepared and had published a booklet setting forth the advantages of the collegiate division of the University. These booklets have been distributed chiefly to high school seniors throughout New England and New York State.

REQUIREMENTS FOR ADMISSION TO THE UNIVERSITY

Collegiate Division. Beginning with September, 1926, admission to the Freshman Class will be limited to young men who have graduated from an approved New England high school or institution of like standards with a course representing not less than fifteen units of certified preparatory work or the substantial equivalent of such preparation. An allowance of two conditions may be made by the Committee on Admissions to students who otherwise are fully qualified for admission to the College. No preparatory school will be regarded as approved which requires for graduation less than four full years of study after the usual grammar school course. The standard unit of quantity in preparation is a quarter of a year's work, the amount of work usually covered in a subject taken four or five times a week through a year of thirty-eight to forty weeks with recitation periods of not less than forty minutes.

A reasonable distribution of the units offered among the subjects included in the high school curriculum and a reasonable amount of continuity are required. A single year's work in a foreign language is usually not regarded as an acceptable unit in meeting requirements for admission.

At least two units of Algebra or Geometry, or one unit each of Algebra and Geometry are required.

Applicants whose preparation has been irregular will be accepted, if at all, only after a thorough consideration of each individual case by the Committee on Admissions.

Candidates unable to meet in full the requirements indicated above may gain additional units by passing the examinations offered in June by the College Entrance Examination Board.

Admission to Advanced Standing. A student who wishes to enter the College after previous study at another institution of college grade is required to submit a letter of honorable dismissal, a complete transcript of his record at the last institution attended, and such other information as the Committee on Admissions may request. If he is admitted he will be provisionally assigned to the Freshman, Sophomore, Junior, or Senior class

and will be permitted to register for such courses as he is prepared to undertake. He will not be given a final class rating or a definite amount of credit for work done elsewhere until he has been in residence for at least one semester. After satisfying this requirement as to residence he will be given credit for the work done at any other institution to an amount depending in each case upon the time spent upon it, the grade received, and upon the record made here. Such credit is granted by the vote of the Collegiate Board upon the recommendation of the Registrar.

The Bachelor's degree will not be conferred upon a student who has not spent at least a year in residence here, and usually not unless the time spent in residence includes the two semesters immediately preceding the granting of the degree.

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

During the academic year of 1921-22 the Faculty gave most careful consideration to the revision of requirements for the degree of Bachelor of Arts. With the hearty support of the late Dr. Edmund C. Sanford, who had served as President of the College for eleven years, and the endorsement of the members of the Faculty who had served here for a considerable period of time, the requirements were so altered as to bring them into agreement with the majority of New England colleges and universities. It remains possible for a man of superior ability and industry to complete all the requirements for that degree in three years, especially if he will devote his summer periods to study. This is in accordance with conditions at most American universities. Students of excellent scholarship and standing who desire to undertake such a schedule are granted that privilege. In practice we find that most men entering their college career prefer to look forward to four years of residence, and there are now at Clark the usual four college classes, well organized.

The revised requirements for the degree of Bachelor of Arts are as follows:

1. A minimum period of study in residence of three academic years.

2. One hundred and twenty semester hours of credit with a satisfactory standing, in addition to the required work in physical training. The one hundred and twenty hours required for graduation must include:

a. A major of not less than twenty-four semester hours.

b. A minor of not less than eighteen semester hours.

c. A requirement depending on the choice of the major subject, six semester hours.

d. English, twelve semester hours, including English 11 required in the first year, and six semester hours additional required before the end of the third year.

e. Foreign language, at least thirty semester hours including credits accepted for admission. Foreign language accepted for admission will be credited towards the fulfillment of this requirement on the basis of six semester hours for two units of preparatory work in one language, twelve semester hours for three units in one language, and eighteen semester hours for four units.

One foreign language course of at least second year college grade must be taken in college.

The thirty semester hours required may be divided between any two foreign languages or among any three, but not less than six semester hours will be accepted in any one language and at least eighteen semester hours are required in one language.

For students graduating in June, 1926, or earlier, the requirement is twenty-four semester hours divided between two languages with not less than six semester hours in each.

f. Division A, (Natural Sciences) twelve semester hours for students whose High School course included two or three units of Science in addition to Mathematics. For students who presented only a single unit of Science, this requirement is eighteen hours. For students who presented four units of Science, the requirement is reduced to six semester hours.

This requirement, if more than six hours, must be divided between at least two departments, and six semester hours of it must be in some one laboratory course in Biology, Chemistry, Geology, or Physics.

g. Division B, (Social Sciences) twelve semester hours for students whose High School course included two or three units of History or related subjects. For students whose High School course included only a single unit in this field, the requirement is eighteen semester hours. For students whose High School course included four units in this field, the requirement is reduced to six semester hours.

This requirement of more than six hours must be divided between at least two departments with not less than six semester hours in each.

3. Physical training, three hours per week through the course, except during the second semester of the senior year. Any student may be excused from this requirement for adequate reasons.

Students who satisfy all of the foregoing requirements will be recommended for the degree of Bachelor of Arts unless in the judgment of the Faculty there is cause for withholding this recommendation.

THE BACHELOR OF EDUCATION DEGREE

At the meeting of the Board of Trustees held October 16, 1923, formal action was taken authorizing the faculty to receive candidates for the degree of Bachelor of Education.

Only those who have completed a standard two-year course in a Massachusetts State Normal School, or the reasonable equivalent of such a course, may become candidates for this degree. Such candidates may enter courses in the Summer School and such courses as may be open to them during the academic year under the regulations of the University.

Requirements for the Degree:

1. At least one year's teaching experience.
2. At least 30 semester hours of credit earned in residence at Clark University.
3. One hundred and twenty hours of college credit, including advanced standing based upon the admission requirements.
4. Requirements in particular subjects:

a. Six semester hours in Psychology or Education taken after the completion of the two-year Normal School course or its equivalent.

b. Six semester hours of Laboratory Science taken after the completion of the two-year Normal School course or its equivalent.

c. Ten semester hours of English, which may be taken in whole or in part in the Normal School course.

d. Ten semester hours of foreign language, which may be taken in whole or in part in the Normal School course.

e. Twelve semester hours of Economics, Geography, Government, History, or Sociology, at least six of which must be taken after the completion of the two-year Normal School course or its equivalent.

Standard of Scholarship. The same standard of scholarship will be required of candidates for this degree as for the degree of Bachelor of Arts.

Advanced Standing for Candidates for the Bachelor of Education degrees:

1. Credit of fifty-four semester hours will normally be given for the standard two-year course in a Massachusetts State Normal School. This may be reduced in special cases.

2. Credit will be allowed for work done at other Universities, Colleges, or Normal Schools, subject to reasonable regulations.

3. Not more than thirty semester hours credit may be allowed for home-study or extension courses, the acceptance of any work of this type to be subject to the judgment of the proper University authority.

ADMISSION TO THE GRADUATE DIVISION

All privileges of the Graduate School are open to men and women alike.

Only college graduates or those of equivalent attainments are admitted to the Graduate Division. It is highly desirable that applicants should have a reading knowledge of French and German.

Graduates of colleges on the approved list of the Graduate Board, who give evidence of superior ability and of adequate preparation for advanced study in the departments in which they propose to do their major work may be admitted by the Secretary of the Graduate Board upon the recommendation of a department. Such students may proceed to the advanced degrees in the minimum time.

Other applicants for admission will have their applications considered by the Committee on Credentials, who will determine, in consultation with the departments in which the applicants propose to do their major work, whether they may be admitted, and on what conditions.

Applications for admission should be addressed to the Secretary of the Graduate Board and should be accompanied by official certificates of previous undergraduate and graduate work.

Special Students. In addition to those who are candidates for degrees, the University admits others desiring to undertake study or research, whose attainments are such as to qualify them for the

work proposed. Such persons, provided they satisfy the departments concerned as to their training and competency in the subjects to which they wish to devote their time, are not restricted in their choice and combination of studies.

Application for admission as a special student should be filed with the Registrar on blanks which may be secured from him. The application should bear the written endorsement of a representative of the department in which the student is chiefly interested.

THE GEOGRAPHY HOME STUDY DEPARTMENT

DOUGLAS C. RIDGLEY, Director

Plans for the Home Study work were tentatively outlined in September, 1922. The work was carried forward during the academic year of 1922 to 1923 for the purpose of developing a plan of operation with sufficient courses to make it desirable to announce the Home Study work.

The first bulletin announcing the available courses was issued on April 1, 1923. Since that date bulletins have been published and distributed twice a year. These bulletins have gone to several thousand geography teachers whose addresses were available. During the summer and fall of 1925, an effort was made to distribute these announcements through the cooperation of the six thousand county and city superintendents of schools. A commendable interest has been created in this way.

During the year from April 1, 1923, to April 1, 1924, one hundred students were enrolled. During the following year, one hundred three additional students were enrolled. From April 1, 1925, to December 31, 1925, ninety-one students have been enrolled, making a total of two hundred ninety-four enrollments in the two years and nine months during which the Department has been in operation. A considerable number of students take additional courses in rapid succession which is clear evidence that the Home Study work is meeting the needs of earnest and diligent students.

The two hundred ninety-four enrollments are distributed among thirty-eight states, Porto Rico, Canada, and India. The following table indicates the distribution of enrollments by states in the order of the number of enrollments from each state:

Massachusetts	48	Georgia	2
Illinois	34	Maryland	2
New York	34	Minnesota	2
Ohio	27	Missouri	3
Pennsylvania	21	Oregon	2
Michigan	12	Vermont	2
New Jersey	10	Alabama	1
Connecticut	10	Idaho	1
California	7	Kansas	1
Maine	8	Kentucky	1
New Hampshire	7	Louisiana	1
Virginia	6	Nebraska	1
Iowa	8	Rhode Island	1
Wisconsin	6	South Carolina	1
West Virginia	5	South Dakota	1
Indiana	4	Tennessee	1
Oklahoma	3	Wyoming	1
Texas	9	Washington	1
Colorado	3		
District of Columbia	4		287
India	1		
Canada	1		
Porto Rico	1		7
			294

The Home Study Department is now offering 15 courses as follows:

1. The Teaching of Geography in the Elementary Schools.
2. The Teaching of Home Geography and World as a Whole.
3. The Teaching of North America.
4. The Teaching of South America, Europe and Asia.
5. The Teaching of Geographic Factors and the United States in its World Relations.
6. Industrial and Commercial Geography.
7. Geography of North America.
8. Geography of South America.
9. Geography of Europe.
10. Geography of Eastern Continents.
11. The Physical Geography of the Lands.
12. Weather and Climate.
13. The Passing Weather.
14. Climatology and Climates of the World.
15. Special Studies in Geography.

The distribution of the enrollments in these courses in the order of the number enrolled is shown in the following table:

Distribution of Home Study Students among Courses

No. 1.	Teaching of Geography in the Elementary School	77
6.	Industrial and Commercial Geography	41
13.	The Passing Weather	21
7.	Geography of North America	21
8.	Geography of South America	20
11.	The Physical Geography of the Lands	19
3.	The Teaching of North America	19
4.	The Teaching of South America, Europe and Asia	15
9.	The Geography of Europe	15
5.	The Teaching of Geog. Factors and the United States in its World Relations	15
14.	Climatology and Climates of the World	11
10.	The Geography of Eastern Continents	9
15.	Special Studies	5
12.	Weather and Climate	3
2.	The Teaching of Home Geography and the World as a Whole	3
		294

This summary indicates that every course thus far developed has met a need among those interested in Home Study work in geography.

The Home Study Courses have had a wholesome and helpful influence in interesting students of experience and ability to come to Clark University for residence work. Twenty-four among the two hundred and ninety-four enrollments have now done work at Clark University in residence.

Financial Statement of the Home Study Department

A fund of $1,000.00 was appropriated for the Home Study Department to be used for clerical services and advertising during the academic year 1922-23. Similar appropriations were made for the year 1923-24, and for the year 1924-25. For the academic year 1925-26 there seemed to be a sufficient balance in the funds of the Home Study Department and no special appropriation was requested.

The net receipts from Extension work conducted by Dr. Ridgley during the academic year 1924-25 at Boston, Brockton, Portland, Maine, and Manchester, New Hampshire, have been credited to

the Home Study account. The amount thus credited was $2,474.00.

The tuition charged for the 294 enrollments has been $18.00 per enrollment except in a few special cases. The total receipts from tuition fees up to December 31, 1925, are $5,250.00. The readers for the Home Study lessons are paid 30 cents per lesson. Thus when a student has completed a course of 36 lessons, $10.80 of the tuition fee of $18.00 has been paid directly to the reader.

On September 1, 1925, the available funds for the Home Study Department in the hands of the University amounted to $1,496.38.

SUMMER SCHOOL

Douglas C. Ridgley, Director

Clark University Summer School was opened in July, 1921. There have been five sessions of six weeks each in 1921, 1922, 1923, 1924 and 1925. During this period Dr. Charles B. Randolph was director of the Summer School until February, 1925, when he asked to be relieved. The present director did not find it possible to give much personal attention to the work until the month of June, 1925. His work of director, therefore, was confined almost wholly to the summer session of 1925. For this reason this report is necessarily confined to the office records and not to the experience of the person making the report.

The number of students each year, 1921-1925 inclusive, is as follows:

	MEN	WOMEN	TOTAL
1921	65	127	192
1922	74	99	173
1923	46	90	136
1924	53	92	145
1925	66	85	141

The relative number of men has increased, and the percentage of men in our Summer School is probably larger than in any other summer school in the country.

While the students attending the Summer School have been mainly from New England, there has been evidence of wide

interest in the special field of Clark University Summer School among teachers of other sections. New York state has shown evidence of interest which needs to be cultivated and developed. Students have come from distant states, some of which are California, Utah, Texas and Alabama. Students have come also from Illinois, Michigan, Indiana, Ohio, Pennsylvania, New Jersey, Delaware, Maryland, District of Columbia, Porto Rico.

The courses offered in the Summer School have purposely been limited in number. The plan of the Summer School has been to serve a special group of students rather than to develop a Summer School of all interests. This plan seems to be a desirable one for the Summer School to cultivate. It would seem that the departments which are treated in the graduate school are the ones that should be given special emphasis in the Summer School. To this end the Summer School has offered more courses in geography than in any other subject. History, economics, psychology and education have offered strong and helpful courses in each session of the Summer School. Other departments represented have been modern languages and English. The number of courses offered in 1925 was 32, distributed among the departments as follows:

Geography—15 regular and 3 field courses
English—5 courses
History—4 courses
Economics—2 courses
Psychology—2 courses
French—2 courses
German—2 courses

The Summer School has offered special opportunities for students to complete their work for the degree of Bachelor of Education. A few of the college men have completed their work in the Summer School for the Bachelor of Arts degree. Other students have been able to complete their work to advantage during the summer for the Master's degree.

The degrees granted at the close of the Summer School sessions are as follows:

AUGUST, 1923

Candidates for the M.A.Degree
Ralph W. Mitchell
Rosentaro Torrigoye
Marjorie M. Shank

AUGUST, 1924

Candidates for the B.A. Degree
Irving C. Cohen
Charles F. Cowdrey, Jr.
Ronald M. Price
James P. Hannan
Percy E. Thayer

Candidates for the M.A. Degree
Harry G. Carlson
Lester P. White

AUGUST, 1925

Candidates for the B.A. Degree
Eugene P. Montgomery
Raven O. Dodge
George R. Gladden

Candidate for the M.A. Degree
Lillian Girard

Candidates for the B.Ed. Degree
Louise Fay
Agnes V. Scannell
Mrs. Thekla Hodge

The plan of the Summer School provides opportunity for those who already hold the Bachelor's degree to complete all of their residence work for the Master's degree in certain fields at Summer School sessions, requiring at least four full summer sessions of residence course in addition to the outside preparation of an acceptable thesis.

The service of the Summer School seems to promise most in the opportunity extended to special students of geography, history, psychology, and a few other subjects, to obtain specific and helpful preparation in their special line of teaching. It is of special value also in aiding teachers who are graduates of normal schools to continue their work for the degree of Bachelor of Education. It offers an exceptional opportunity for special teachers who have the equivalent of the Bachelor's degree to pursue systematically advanced studies for the Master's degree. The work that the Summer School has thus far done has been highly satisfactory to the students who have secured the instruction. The dissemination of knowledge concerning Clark University as a center of study is having a wholesome influence, not only upon the work of the Summer School, but upon the more extensive work of the academic year in the graduate departments.

Careful estimate of the financial needs of the Summer School indicate that an enrollment of about 250 students would probably

pay the full expense of the Summer School. The student body each summer is made up of a group of earnest workers who have expressed themselves as thoroughly satisfied with the instruction and especially with the opportunity of spending the summer in an institution where the enrollment is small enough for all students to become personally acquainted with their instructors. In the light of the results of five sessions of the Summer School, it seems that the service extended is a worthy one and highly appreciated by a group of students who find difficulty in securing work elsewhere to suit their needs.

REPORT FROM THE REGISTRAR

ATTENDANCE. Attendance records from 1918-19 to date, including all divisions of the University, show an increase in graduate attendance to the maximum of 101 in 1922, and a recession to about 70 students for the past two years. The decrease can be accounted for in large part by the abandonment of advanced graduate work in Chemistry. In the College attendance reached a high mark in 1922-23, followed by a decline in 1923 and 1924, largely due to small entering classes. Attendance for the year beginning September, 1925, establishes a new high mark, due to an increase of 80 per cent in the size of the Freshman class. The special students listed represent largely teachers who take advantage of courses offered by the University, particularly on Saturday mornings. Comment on attendance at the Summer School will be found in the report of the Director.

Total Attendance 1918-1925

	1918-19	1919-20	1920-21	1921-22	1922-23	1923-24	1924-25	1925-26
Graduate	50	79	54	101	94	70	71	67
Undergrad.	135	186	188	198	201	184	179	230
Specials	53	21	36	63	84	43	47	53
Total (Sept.-June)	238	286	278	362 ('21)	379 ('22)	297 ('23)	297 ('24)	350 ('25)
Summer School	---	---	---	192	179	135	142	141
Less dup'ca'n's	---	---	---	22	40	21	28	19
Net Total	238	286	278	532	518	411	411	472

In the table which follows showing college attendance since 1902, it is essential to bear in mind that to the end of 1921-22 the college was on a three-year basis. Since then the normal length of the course has been four years.

UNDERGRADUATE ATTENDANCE SINCE THE OPENING OF THE COLLEGE

Year	Freshmen	Total
1902-03	...	63
1903-04	...	77
1904-	...	89
1905	...	69
1906	54	91
1907	58	115
1908	56	142
1909	95	186
1910	78	186
1911	79	195
1912	55	156
1913	75	156
1914	52	139
1915	82	170
1916	58	153
1917	53	114
(S. A. T. C., Oct.-Dec.)		
1918	55 + 42	165
1919	84	200
1920	74	201
1921	78	209
1922	82	201
1923	53	184
1924	58	179
1925-26	104	231

DISTRIBUTION OF UNDERGRADUATE WORK BY DEPARTMENTS 1914-15 TO 1925-26.
FIGURES GIVE PERCENT OF TOTAL STUDENT WORK IN EACH DEPARTMENT

	S. A. T. C.												Aver.		Aver.	
	1914-15	15-16	16-17	17-18	18-19	19 20	20-21	21-22	22-23	23-24	24-25	25-26	14-18	Or.	1920-25	Or.
Anc. Languages	2.0	3.5	4.1	4.6	0.7	2.8	1.7	2.7	1.7	2.0	1.9		3.6	11	2.	13
Biology	8.5	7.0	8.0	7.2	6.2	8.8	11.6	7.9	9.7	6.8	5.1		7.5	5	8.2	6
Chemistry	13.0	15.1	11.9	15.5	18.1	15.0	11.4	9.3	8.5	11.1	9.7		13.8	2	10.	4
Econ. & Soc. (P. S. S.)	13.0	10.5	12.2	9.3	19.3	13.5	15.1	14.8	13.8	13.2	13.5		11.4	3	14.1	3
Educ. & Sch. Hy.	---	---	---	---	---	---	---	---	1.2	0.3	0.2		---		0.6	14
English	22.	17.7	18.8	20.2	7.7	15.9	13.	16.4	17.3	17.2	17.8		19.4	1	16.3	1
Geography	---	---	---	---	---	---	---	2.1	1.5	5.1	4.2		---		3.2	11
Geology	---	---	---	---	---	---	---	---	1.4	3.1	1.8		---		2.1	12
German	9.	10.4	6.9	5.8	3.3	4.	3.6	3.6	4.6	6.2	7.0		5.6	10	5.	9
History	8.	8.8	8.1	7.7	10.6	11.	15.6	13.9	17.9	11.8	12.1		8.3	4	14.3	2
Mathematics	8.5	7.5	6.8	7.5	16.6	6.4	3.9	9.6	4.9	4.6	3.5		7.3	7	5.3	8
Physics	4.5	5.2	9.3	7.5	8.4	7.1	5.1	3.3	3.3	5.1	3.9		6.7	8	4.1	10
Psychology	7.	7.5	8.5	6.3	2.3	7.3	10.8	5.5	6.1	5.9	11.4		7.4	6	7.9	7
Rom. Languages	4.5	6.7	5.5	8.5	6.6	8.2	8.1	10.8	7.9	8.0	7.9		6.3	9	8.5	5
Division A. (Sc. & Math.)	34.5	34.8	36.0	37.7	50.3	37.3	32.0	30.1	27.8	30.7	24.0		35.3	2	28.9	3
Division B. (Soc. Sc.)	28.0	26.8	28.8	23.5	32.2	31.8	41.5	36.3	39.3	36.0	41.4		27.1	3	40.1	1
Division C. (Language)	37.5	38.3	35.2	39.1	18.3	30.9	26.4	33.5	31.5	33.4	34.6		37.3	1	31.8	2

Degrees granted by Clark University 1889-1925

	1891	2	3	4	5	6	7	8	9	1900	1	2	3	4	5	6	7	8	9	1910	1	2	3	4	5	6	7	8	9	1920	1	2	3	4	5	Totals
Honorary									5			2							29															2		38
Ph.D.	2	6	5	4	7	5	8	10	5	8	8	1	5	9	7	13	7	12	9	14	16	6	16	9	12	13	16	6	7	11	6	9	14	5	8	299
A.M.															2	11	10	15	19	24	33	17	23	29	28	12	28	14	5	24	21	45	40	32	29	481
A.B.															43	15	17	16	31	47	37	60	43	45	33	41	30	25	26	37	52	49	40	37	26	750
B.Ed.																																	1	4	3	8
Totals	2	6	5	4	7	5	8	10	10	8	8	3	5	9	52	39	34	43	88	85	86	83	82	83	73	86	74	45	38	72	79	103	95	80	66	1576

Distribution of Ph.D. degrees by Departments

Anth.		1																					2													3
Biol.	1	2				1	1							1		1	2	2	1	1	3		1							1						18
Chem.		1		2														2			2		1	3		1	2			2	3	2	3	3		27
Ec. & Soc. (Social)																			1							1	3	1	1	2			1				10
Ed. & S.H.																																1	1				2
Geog.																																1	3		5		9
H. & I.R. (Hist.)																										1	1	1	1	4		1	4	2	2		17
Math.		1	2		3	1		2	1	3	2			1	1			1		1	2			1		1	1									24
Phys.			1		1	2	2				1		2	2		2	2			3	2		1	1	3		2				2				1	29
Psy.	1	1	2	2	3	1	5	8	4	5	5	1	3	5	6	10	3	7	7	9	7	6	11	4	9	9	7	4	5	3	2	2	2			160
(Psy. & Ed.)																																				
Totals	2	6	5	4	7	5	8	10	5	8	8	1	5	9	7	13	7	12	9	14	16	6	16	9	12	13	16	6	7	11	6	9	14	5	8	290

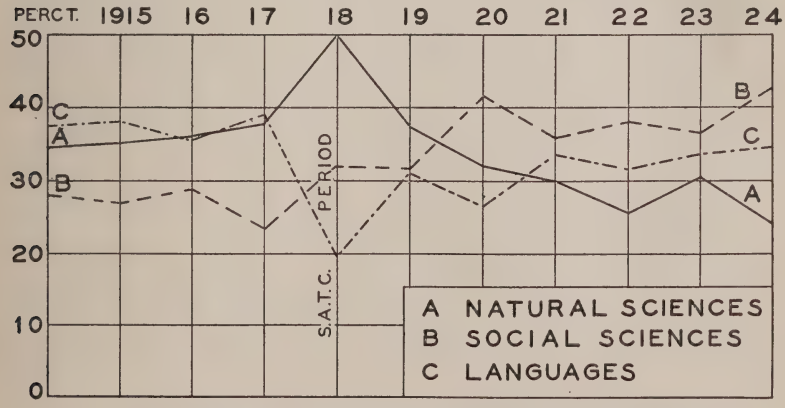
Distribution of A.M. degrees by Departments

Anth.																				1	1																2
Biol.																2	4	2	3	3		1	1		1	1	1	1				1					21
Chem.																1	2		2	1	2	4	3	2	3	3	5	2		7	3	11	10	6	3	70
Ec. & Soc. (P. S.S. & S.)																1	1	1		2	3	3	3	2	3	2	3	2	1	5		5	2	2	1	42
Ed. & S. H. (Ed.)																3		3	3	7	12	3	7	11	9	6	7	3	3	3	2	5	7	7	4	105
Geog.																																4	3	5	7	19
H. & I.R. (Hist.)																2			1	4	5	2	3	5	4	8	3	4			13	11	13	7	8	93
Math.																		2			1	1		2		2			1		3	3				15
Philos.																														1						1
Phys.																1			1	1	1	3			1		3	1					1	3	1	17
Psy.															2	1	3	6	9	5	6	3	6	7	7	10	6	1		8		6	3	2	5	96
Totals															2	11	10	15	19	24	33	17	23	29	28	32	28	14	5	24	21	45	40	32	29	481

THE TOTAL NUMBER OF GRADUATE STUDENTS REGISTERED BY DEPARTMENTS FOR THE YEARS 1920-21 TO 1925-26

	1920-21	1921-22	1922-23	1923-24	1924-25	1925-26
Biology	1	--	1	--	1	1
Chemistry	13	24	19	17	3	2
Economics	--	10	5	2	6	3
Education	7	11	12	11	5	7
Geography	1	14	15	9	21	22
History & International Relations	19	26	22	20	22	19
Mathematics	7	3	--	--	--	--
Physics	--	2	3	2	2	3
Psychology	6	10	10	9	11	11
Totals	54	100	87	70	71	68

The most noteworthy general tendency shown by the table on page 71 is the increase of interest in the Social Sciences, and the corresponding neglect of the Natural Sciences and Mathematics. A comparison of the earlier years covered by the report with the more recent period shows that the amount of work in the Social Sciences has increased from less than 30 per cent to more than 40 per cent of the total, while the work in the division of Natural Sciences and Mathematics and in Languages has diminished from over 35 per cent to about 30 per cent. In the period of 1914-18 the leading subjects were, in order: English, Chemistry, Economics and Sociology and History. The order at present is English, History, Economics and Sociology and Chemistry. Whether this shift of emphasis will be permanent or whether there will be a return to the earlier conditions is a question of some importance in planning for the future development of the college.



DISTRIBUTION OF COLLEGE WORK 1914-24

GRADING OF UNDERGRADUATE STUDENTS

During the period covered by this report the college has abandoned the A.B.C.D.E. system of grading, which had been in use since the beginning, and has adopted a plan for scholarship reports possessing marked peculiarities and differing widely from the system in general use. The abandonment of the original plan was the cumulative results of a series of studies begun by Professor Hubbard of the Department of Physics in 1909, and continued by President Sanford and by the writer of this report. The results of these studies may be summed up briefly in the following statements.

First, that there was no uniformity in the interpretation of the grades A, B, C, and D by different members of the Faculty; second, that attempts to secure uniformity by the publishing of grading comparisons were futile; third, that the lack of uniformity involved grave injustice, (a) to students who were disciplined on the basis of grades, and (b) to students who were awarded honors and prizes on the basis of grades; fourth, that it was discreditable to the college faculty to base formal action and regulations upon grades whose meaning was admittedly subject to wide variation; fifth, that the respect of the students for faculty action was seriously impaired by the same considerations; sixth, that student respect for high scholarship records was impaired by the knowledge that the "liberality" of an instructor might be a more potent factor in obtaining such records than good work by the student.

The committee of the Faculty which considered the problem of grading and which presented the report which led to the adoption of the new system was unanimous in its conviction that the primary requirement for any grades which were to be taken seriously was an *objective,* clearly defined meaning. The Committee was also convinced that in a group of equally competent instructors there would always be found wide differences in interpretation of such terms as, excellent, good, fair, etc. For these reasons a system of reporting was recommended in which a statistical basis replaces the individual judgment of quality formerly employed.

The essential factor of the plan adopted and in use at the present is the employment of the student's position in relation to

others in an average group as a basis for his scholarship record. It is assumed of any group of reasonable size that the majority will do satisfactory work, neither distinctly poor nor distinguished. It is further assumed that above and below this central group will be other groups with a few at either extreme, whose work is much superior or much inferior to the majority. The details of the plan are found in the college catalogue and will not be given here.

The plan in operation has automatically removed, in all classes of reasonable size, the inequalities in grading which formed the basis of the criticism of the earlier system. Very small classes give rise to special problems which have been met so as to give the advantage to the student in cases of doubt. A poll of the Faculty in the spring of 1925 shows that after an experience of three years, thirteen of the Faculty were distinctly in favor, six more or less critical of it, and two wanted further experience with it before expressing an opinion. The attitude of those who criticized the system was largely a preference for the system which allowed each instructor to judge the quality of a student's work on a theoretically absolute scale. In other words, a preference for the system which was replaced by the one now in use.

The system has met with some opposition on the part of the students, as might be expected in view of the radical departure from custom. The objections have for the most part come from students whose records, under the new plan, were not so satisfactory as they wished. Practically no complaints have come from high grade students. Much criticism has been found to be based on misunderstanding or on an attempt which was made in the beginning to combine the new system with the old, resulting in considerable confusion.

CAREY E. MELVILLE,

Registrar.

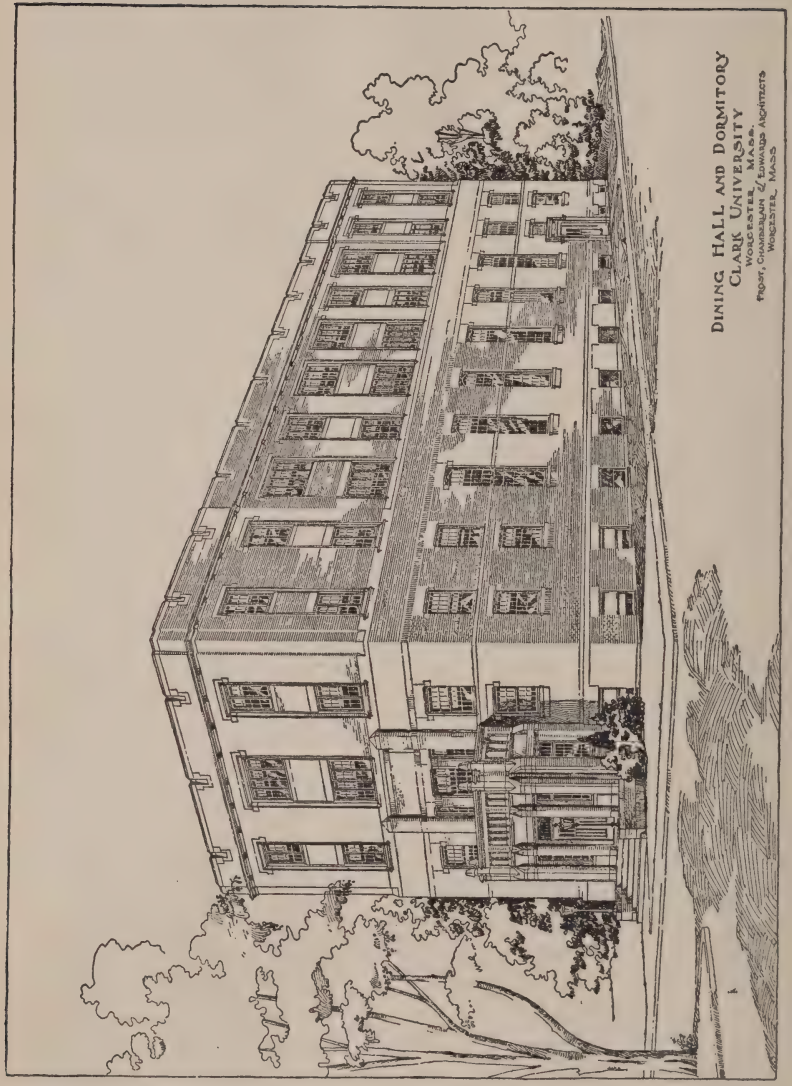


FIGURE 21. SKETCH OF ESTABROOK HALL

Research Work by Members of the Faculty

Dr. Wallace W. Atwood, Professor of Physical and Regional Geography and Director of the Graduate School of Geography. Became a member of the Clark Faculty September, 1920.

Publications 1920 - 1925. *Practical Map Exercises in Geography: Part I Western Hemisphere, Part II Eastern Hemisphere,* Ginn and Company, 1920. *The New Meaning of Geography in American Education,* Ginn and Company, 1920. *Teaching the New Geography.* (Jointly with Helen Goss Thomas), Ginn and Company, 1921. *The Problem Method in Comparative Map Studies.* (Jointly with Harriet T. B. Atwood), A. J. Nystrom and Company, 1925. *A Regional-Political Series of Ten Wall Maps, which altogether carry twenty-eight additional supplementary maps,* A. J. Nystrom and Company, 1925. *Physiography of the San Juan Region of Colorado.* Government assignment. Manuscript completed and submitted to the U. S. Geological Survey for publication, 1925. Ms 727 pp.

Research Now in Progress. *Regional Physiography of North America. Geography of the World's Work. The Physical Features of New England. Settlement and Economic Development of the San Juan Region.*

Dr. O. E. Baker, Professor of Agricultural Geography. Became a member of the Clark Faculty September, 1923.

Publications 1921-1925. 1921 Agricultural Yearbook, the following articles: *A Graphic Summary of American Agriculture* (sole author), *Wheat Production and Marketing* (jointly with others), *The Corn Crop* (jointly with others), *Our Beef Supply* (jointly with others). 1922 Agricultural Yearbook, *Hog Production and Marketing* (jointly with others), *Oats, Barley, Rice, Rye and Grain Sorghums* (jointly with others). 1923 Agricultural Yearbook (prepared under Dr. Baker's direction) *The Utilization of Our Lands for*

Crops, Pasture and Forest (with L. C. Gray), *Our Forage Resources* (jointly with others), *The Sheep Industry* (jointly with others), *Sugar* (jointly with others), *The Wheat Situation* (jointly with others). Annals of the Association of American Geographers, the following articles: *The Increasing Importance of the Physical Conditions in Determining the Utilization of Land for Agriculture and Forest Production in the United States,* 1921 Annals, *The Agriculture of the Great Plains,* September, 1923. Geographical Review, *Land Utilization in the United States: Geographical Aspects of the Problem,* January, 1923. Economic Geography, *The Potential Supply of Wheat,* March, 1925. *Agricultural Geography of the United States,* an encyclopedic article of seventy-five pages in Vol. X, Book of Rural Life, 1925.

Dr. George H. Blakeslee, Professor of History and International Relations. Became a member of the Clark Faculty in 1903.

Publications 1920-1925. *The Recent Foreign Policy of the United States,* Abingdon Press, 1925. *The Islands of the Pacific Ocean,* (Confidential Report to the American Delegation to the Conference on the Limitation of Armament, Washington), Government Printing Office, 108 p. 1921. *Japan's New Island Possessions in the Pacific: History and Present Status.* The Journal of International Relations, October, 1921. *The Mandates of the Pacific.* In Foreign Affairs, September, 1922. *Assessing the Blame for the World War.* Current History, June, 1924. *Introduction to Dr. Clara E. Schiebler's Volume, "American Sentiment toward Germany,"* Cornhill, 1923.

Book Reviews. *A Short History of International Intercourse.* By C. Delisle Burns. The American Historical Review, October, 1924. *Americans in Eastern Asia.* By Tyler Dennett. The American Political Science Review, May, 1923, Vol. 17, p. 333. *The Washington Conference.* By Raymond L. Buell. The American Political Science Review, November, 1922, vol. 16, p. 699. *The Shantung Question.* By Ge-Zay Wood. The American Political Science Review, vol. 16, p. 723.

Work in Progress. *Bibliography on Oceania.* A chapter in the manual of Historical Literature, to be published by the American Historical Association. *A Volume on the International Relations of the Pacific.*

Dr. Haven D. Brackett, Professor of Greek and Latin Languages and Literatures. Became a member of the Clark Faculty in 1904.

Publications 1920-1925. *Shall it be Latin or Greek?* Educational Review, April, 1921, pp. 334-345. *Statistics of Latin and Greek in the New England Colleges.* Classical Journal, March, 1921, pp. 363-365.

Research Work Now in Progress. *A Statistical Study of Greek and Latin in the Liberal Arts Colleges of New England. The Dramatic Structure of the Seven Against Thebes. Problems in the Teaching of Elementary Greek.*

Dr. Samuel J. Brandenburg, Professor of Economics and Sociology. Became a member of the Clark Faculty September, 1923.

Publications. *Elementary Principles of Economics.* In collaboration with Dr. Richard T. Ely revised and rewrote the widely used text, Ely and Wicker, *Elementary Principles of Economics,* Macmillan, September, 1923. *Some Aspects of History in the Middle Ages.* The Journal of Agricultural History, January, 1926.

Work in Progress. *Principles of Economics.* A text. *Some Economic Aspects of International Life.*

Dr. Charles F. Brooks, Professor of Meteorology and Climatology. Became a member of the Clark Faculty September, 1921.

Published Research Papers. *The Local, or Heat, Thunderstorm.* Mo. Weather Rev., June, 1922, vol. 50, pp. 281-287, fig. *Thunderstorms in Ohio During 1917.* (Joint paper with W. H. Alexander and G. H. Burnham). Mo. Weather Rev., July, 1924, vol. 52, pp. 343-348, 7 figs. *Coronas and Iridescent Clouds.* Mo. Weather Rev., February, 1925, vol. 53, pp. 49-58.

Other Publications and Special Activities. *Why the Weather?* Harcourt, Brace and Co., New York, 1924, 310 pp., 26 pl. *Why the Weather?* A science service feature for daily newspapers. *Bulletin, American Meteorological Society,* Editor, 1920-25.

Research Papers Accepted for Publication. *The Cooling of Man Under Various Weather Conditions.* Submitted to Mo. Weather Rev., August, 1924). 8 ms. pp. *Observing Surface Water Temperatures at Sea.* (Submitted to Mo. Weather Rev., April, 1925). 31 ms. pp.

Research Now in Progress. *Ocean Surface Temperatures of the West Indian Region, and Their Relation to the Weather. Climatology of North America. Clouds and Their Significance.*

Dr. William H. Burnham, Professor of Education and School Hygiene. Became a member of the Clark Faculty September, 1890.

Publications 1920-1925—Articles. *Metabolism in Childhood.* Pedagogical Seminary, 1920, Vol. 27, p. 303-23. *The Significance of a Mental Examination of Children at School Entrance.* Proc. American School Hygiene Association, 1920, Vol. 8, pp. 164-67. *A Survey of the Teaching of Mental Hygiene in the Normal Schools.* Mental Hygiene, 1921, Vol. 5, pp. 19-45. *Horace Mann.* School and Society, 1921, Vol. 13, pp. 109-114. *The Significance of the Conditioned Reflex for Mental Hygiene.* Mental Hygiene, 1921, Vol. 5, pp. 673-706. *Sex Differences in Mental Ability.* Educational Review, 1921, Vol. 62, pp. 273-284. *The Newer Aims of Physical Education and Its Psychophysical Significance.* American Physical Education Review, 1922, 7 p. *Health and the School.* Journal of Education, 1922, Vol. XCVI, pp. 203-205. Also, Proc. N. E. A., 1922. *The Mental Hygiene of the School Beginner.* School and Home, 1922, Vol. 5, pp. 1-9. Also, Proc. N. E. A., 1922. *The Normal Mind.* Pedagogical Seminary, 1922, Vol. 29, pp. 383-99. *Mental Hygiene and Habits of Thinking.* Pedagogical Seminary, 1923, Vol. 30, pp. 105-126. *G. Stanley Hall.* Pedagogical Seminary, 1924, Vol. 31, No. 2, p. 1. *G.*

Stanley Hall as a Teacher. School and Society, 1924, Vol. 20, p. 383-90. *The Man: G. Stanley Hall.* Psychological Review, 1925, Vol. 32, pp. 89-102. *Edmund Clark Sanford.* Pedagogical Seminary, 1925, Vol. 22, No. 1, p. 3-7.

Books. *The Normal Mind: An Introduction to Mental Hygiene and the Hygiene of School Instruction.* N. Y., Appleton, 1924, 702 p.

Research in Progress. The Ms. of a book on great teachers and mental hygiene to be published soon. Another book on conditions of mental health is in preparation.

Dr. Philip H. Churchman, Professor of Romance Languages. Became a member of the Clark Faculty in 1908.

Publications 1920-1925. *A Survey of the Influence of Sir Walter Scott in Spain.* In collaboration with Professor E. A. Peeres. Revue Hispanique. *Some Espronceda Miscellany.* Revue Hispanique. *Algund Obispo: A Study of Certain Inorganic Pronoun forms in final nd Occurring in old Spanish. First Phonetic French Course.* A textbook in collaboration with Professor E. F. Hacker. D. C. Heath and Company.

Pedagogical Articles. *The Training Course for Teachers of Modern Languages.* Ped. Sem. *Courses for Beginners.* Modern Language Jour. *Readers, Writers, and Oralists; a Problem in Specialization.* Modern Language Jour. *The Use of Anthologies in the Study of Literature.* Modern Language Jour. *The Teacher and His Books.* Modern Language Jour.

Research Work in Progress. *French Literature in Outline. A Semi-Inductive French Grammar. French Phonetics for Young Beginners. A Study of the Most Frequently Recurring Types of Mistakes in Pronunciation.*

Dr. William H. Cole, Professor of Biology. Became a member of the Clark Faculty September, 1924.

Publications During the Year 1924-25. *The Use of Chloretone as an Anesthetic for Paramecium,* by William H. Cole and Eugene Richmond. Proc. Soc. Exp't. Biol. and Med., xxii, 231, 1925. *The Fresh Water Sponge, Spongilla Lacustris Linn., in Massachusetts,* by William H. Cole and David

Potter. Science, lxi, 391, 1925. *Egg Laying in Two Species of Planorbis,* by William H. Cole. American Naturalist, lix, 286, 1925. *Pulsation of the Contractile Vacuole of Paramecium as Affected by Temperature,* by William H. Cole. Jour. Gen. Physiol., vii, 581, 1925. *Does the Optic Nerve of the Frog Tadpole Regenerate after Section?* by William H. Cole. Proc. Soc. Exp't. Biol. and Med., xxii, 476, 1925. *Review of Animals Looking Into the Future* (Kepner), by William H. Cole, Ped. Sem., xxxii, 563, 1925. *Geotropism and Muscle Tension in Helix* (in press with Jour. Gen. Physiol.)

Research in Progress September, 1925. 1. *Studies on the Thermal Increments in Protozoan Activities.* 2. *Eye Transplantation in Frog Tadpoles.* 3. *Conjunctival Regeneration in Frog Tadpoles.* 4. *Standardization of the Pyridine Test for Chloroform for Use in the Investigation of Permeability of Membranes.*

Dr. Alfred L. P. Dennis, Professor of Modern History. Became a member of the Clark Faculty in 1923.

Publications 1923-1925. *The Foreign Policies of Soviet Russia.* E. P. Dutton and Company, 1925. *The Anglo-Japanese Alliance.* University of California, Foreign Affairs Monograph, Vol. 1, pp. 1-111, 1924.

Articles. *The Open Door and the Exploitation of Concessions.* International Interpreter, 1924. *The Treaty of Lausanne and the Open Door.* International Interpreter, August, 1923. *Persia and the Persian Oil Concessions.* International Interpreter, January, 1924. *Soviet Russian Foreign Policy in the Far East.* North American Review. *United States and the New Turkey.* North American Review. *Trenton, New Jersey and Paris, France.* North American Review. *Germany and the Third Internationale.* North American Review. *Characteristics of Bolshevik Diplomacy.* North American Review. *The Foreign Service of the United States.* North American Review. *The New Foreign Policy of Japan.* Current History, January, 1924. *Soviet Russia, Rumania and Bessarabia.* Current History, February, 1924. *The Treaty*

Relations of Angora and Afghanistan. Our World, March, 1924. *Soviet Russia and Federated Russia.* Political Science Quarterly, December, 1923. *The Chester Concession.* New York Times, April, 1923.

RESEARCH WORK IN PROGRESS. *The Open Door as Related to Oil, and Particularly in the Near East. Problems of the British Empire since 1880.*

DR. ROBERT H. GODDARD, Professor of Physics. Became a member of the Clark Faculty in 1914.

PUBLICATIONS 1920-1925. *A Method of Reaching Extreme Altitudes.* Smithsonian Miscellaneous Collection, Vol. 71, No. 2 (dated 1919, but issued in 1920). *The High-Altitude Rocket.* Monthly Weather Review, February, 1924. Also various short articles in popular scientific magazines, such as the Scientific American.

RESEARCH WORK IN PROGRESS. The Development of a *Rocket, Using Liquid Propellants, to be Employed in Investigations at High Altitudes.* The work consists in the construction and test of a small model.

DR. JAMES B. HEDGES, Associate Professor of American History. Became a member of the Clark Faculty in 1924.

PUBLICATIONS 1924-1925. *A Survey of Railroad Colonization.* Mississippi Valley Historical Review, 1925.

WORK IN PROGRESS. *Railroad Colonization in the Pacific Northwest.*

DR. CLARENCE F. JONES, Associate Professor of Economic Geography. Became a member of the Clark Faculty in 1923.

PUBLICATIONS 1923-1925. *Tea in Assam, India.* Journal of Geography, Vol. 23, May, 1924. *Transportation Adjustments in the Railway Entrances and Terminal Facilities at Montreal.* Bulletin Geographical Society of Philadelphia, Vol. 22, No. 3, July, 1924. *The Economic Activities of the Falkland Islands.* Geographic Review, Vol. 14, No. 3, July, 1924. *Trends in Modern Geography.* Science, October 24, 1924. *Geographic Influences in the Routes and Traffic of the Atlantic Railway Connections at Montreal.* Bulletin Geographic So-

ciety of Philadelphia, Vol. 23, January, 1925. *The Grain Trade of Montreal.* Economic Geography, Vol. 1, March, 1925.

Research Work in Progress. *Economic Geography of South America. Agricultural Regions of South America.*

Dr. William L. Langer, Associate Professor of European History. Became a member of the Clark Faculty in 1923.

Publications During 1925. *Origins of the Franco-Russian Alliance.* Slavonic Review, March, 1925. *Origins of the Franco-Russian Alliance.* Slavonic Review, June, 1925. *The European Powers and the French Occupation of Tunis.* American Historical Review, October, 1925, and January, 1926.

Research Work in Progress. An article on *The Origins of the Russo-Japanese War* to be published in Europäische Gespräche. *The Franco-Russian Alliance.* A text. *European Alliances and Alignments,* 1870-1914. A text.

Dr. Homer P. Little, Professor of Geology and Dean of the College. Became a member of the Clark Faculty in 1922.

Publications 1924-25. *The Erosion Cycles of the Colorado Front Range.*

Dr. Carl Murchison, Professor of Psychology. Became a member of the Clark Faculty in 1923.

Publications 1923-1925. *American White Criminal Intelligence.* Book published in serial form. Journal of Criminal Law and Criminology, Aug.-Nov., 1924. *Intelligence of White Foreign Born Criminals.* The Pedagogical Seminary and Journal of Genetic Psychology, December, 1924. *Intelligence and Types of Crime of White Foreign Born Criminals.* The Pedagogical Seminary and Journal of Genetic Psychology, March, 1925. *Geographical Concomitants of Negro Criminal Intelligence.* In collaboration with Helen Burfield. The Pedagogical Seminary and Journal of Genetic Psychology, March, 1925. *Intelligence of Foreign Born Criminal Recidivists.* The Pedagogical Seminary and Journal of Genetic Psychology, June, 1925. *Types of Crime and Intelligence of Negro Criminals.* In collaboration with Helen Burfield. The Pedagogical Seminary and Journal of Genetic Psychology,

June, 1925. *Intelligence of Negro Criminal Recidivists.* In collaboration with Robert Nafe. The Pedagogical Seminary and Journal of Genetic Psychology, June, 1925. *Literacy of Foreign Born White Criminals.* The Pedagogical Seminary and Journal of Genetic Psychology, September, 1925. *Literacy of Negro Men Criminals.* The Pedagogical Seminary and Journal of Genetic Psychology, September, 1925. *The Religion of the Negro Male Criminal.* In collaboration with Ralph Gilbert. The Pedagogical Seminary and Journal of Genetic Psychology, September, 1925. *Some Occupational Concomitants of Negro Men Criminals.* In collaboration with Ralph Gilbert. The Pedagogical Seminary and Journal of Genetic Psychology, December, 1925. *Some Marital Concomitants of Negro Men Criminals.* In collaboration with Ralph Gilbert. The Pedagogical Seminary and Journal of Genetic Psychology, December, 1925. *Length of Incarceration and Mental Test Scores of Negro Men Criminals.* In collaboration with Priscilla Pooler. The Pedagogical Seminary and Journal of Genetic Psychology, December, 1925.

Research Work in Progress. A further study of methods of testing the psychological conception of general intelligence.

Dr. John P. Nafe, Professor of Psychology. Became a member of the Clark Faculty in 1924.

Publications 1924-1925. *An Experimental Study of the Affective Qualities.* American Journal of Psychology, 1924, Vol. 35, pp. 507-544.

Research Work in Progress. *Study of a case of Synaesthesia. Further Work on the Affective Qualities. A problem in Bifocal Vision.* (In conjunction with Dr. Köhler. *The Effect of Certain Drugs Upon Certain Visual Phenomena.* (In conjunction with Dr. Köhler).

Mr. David Potter, Instructor in Biology. Became a member of the Clark Faculty September, 1924.

Work in Progress—Articles. *The Morphological and Physiological Correlations in the Solamaceae. Identification*

of all the trees and shrubs in the Hadwen Arboretum, Worcester, Massachusetts.

Dr. Charles B. Randolph, Professor of German. Became a member of the Clark Faculty in 1903.

Work in Progress. *A Study of the Life of the Poet Horace.*

Dr. Douglas C. Ridgley, Associate Professor of Geography. Became a member of the Clark Faculty in 1922.

Publications 1924-1925. *Local Geography for Beginners.* By Douglas C. Ridgley and Jessie M. Dillon, McKnight and McKnight, Normal, Illinois, 1924. *A Reference Notebook in Economic Geography.* By Douglas C. Ridgley and Mabel P. Crompton, McKnight and McKnight, Normal, Illinois, 1924. *A Reference Notebook on Physiography.* By Douglas C. Ridgley and Mabel P. Crompton, McKnight and McKnight, Normal, Illinois, 1924. *Geographic Principles: Their Application to the Elementary School.* Houghton, Mifflin Company, 1925.

Research Work in Progress. *A Study of Children's Interest in Learning About Places. A Study of Geographic Aspects of United States History Suitable for Use in Seventh and Eighth Grade Classes.*

Miss Ellen C. Semple, Professor of Anthropogeography. Became a member of the Clark Faculty in 1921.

Publications 1922 - 1925—Articles. *The Influence of Geographic Conditions upon Ancient Mediterranean Stock-Raising.* Annals of the Association of American Geographers, Vol. 12, pp. 3-38, 1922. *Climatic Influences in Some Ancient Mediterranean Religions.* Scottish Geographic Magazine, Vol. 41, pp. 214-221, and 257-266, 1925.

Research Work in Progress. *The Geography of the Mediterranean Region: Its Relation to Ancient History.* A text.

Dr. William H. Warren, Professor of Organic Chemistry, Became a member of the Clark Faculty in February, 1925.

Work in Progress. For the present full attention being given to research work in co-operation with graduate students.

Dr. Frank B. Williams, Professor of Mathematics. Became a member of the Clark Faculty in September, 1907.

Work in Progress. A unified course in Mathematics to cover three years of undergraduate work. First year already published in mimeographed form, and in use by the Freshman class.

RESEARCH WORK WITH STUDENTS

The research work carried on by graduate students under direction of the faculty is often quite significant, and much of it is accepted for publication, but it is not practicable to publish a full list of such accomplishments in this report. Throughout the graduate division of the University the work is most effectively educative.

In each of the graduate departments there is a group of advanced students working in a most wholesome and cordial cooperative relationship with the members of the staff. Our Library and Library service are of inestimable value in the prosecution of this work. I believe the conditions in the graduate division of the University are most favorable for productive scholarship, and I look forward to the accomplishment of a number of first class pieces of research work by members of the staff within the next few years. There are but few institutions in America where the freedom and facilities for research are equally favorable.

Degrees Conferred 1921 to February 1, 1926

HONORARY DEGREES

GRANVILLE STANLEY HALL, LL.D. June 16, 1924.

EDMUND CLARK SANFORD, LL.D. June 16, 1924.

DOCTORS OF PHILOSOPHY

PHYSICS

MILDRED ALLEN, (1916—1918) June 12, 1922.
On thermal emission and evaporation from water. Abstract. *Proc. of the Nat. Acad. of Sci.* Mar. 1924. Vol. 10, pp. 88-91.

CLARENCE NICHOLS HICKMAN
(1917—1918; 1919—1920; 1921—1922) June 12, 1922.
The alternating current resistance and inductance of single layer coils. *U. S. Bureau of Standards. Scientific Papers.* May, 1923, Vol. 19, pp. 73-104.

CHEMISTRY

CHARLES BUELL HURD, (1919—1921) June 13, 1921.
Equilibria in systems involving calcium, hydrogen, and nitrogen. *Jour. of the Amer. Chem. Soc.,* Nov. 1923. Vol. 45, pp. 2559-2574.

WALTER WILLIAM LUCASSE,
(1917—1918; 1919—1921) June 13, 1921.
The conductance of concentrated solutions of sodium and potassium in liquid ammonia. *Jour. of the Amer. Chem. Soc.,* Dec. 1921. Vol. 43, pp. 2529-2539.

EDWARD H. ZEITFUCHS, (1919—1921) June 13, 1921.
The equilibrium in liquid mixtures of ammonia and xylene; and the molecular weight of complex sodium tellurides in liquid ammonia. *Jour. of the Amer. Chem. Soc.,* June 1922. Vol. 44, pp. 1249-1260; Dec. 1922, Vol. 44, pp. 2714-2728.

CONRAL CLEO CALLIS, (1918—1922) June 12, 1922.
Studies relating to metallo-organic compounds. I Introduction. II The equivalent conductance of trimethylstannyl chloride in ethyl alcohol. *Jour. of the Amer. Chem. Soc.,* Nov. 1923. Vol. 45, pp. 2624-2632.

HERMAN FLETCHER KURTZ
(1918—1920; 1921—1922) June 12, 1922.
The reduction of metals from their salts by means of other metals in liquid ammonia.

RAPHAEL ROSEN, (1921—1922; 1922—Feb. 1923) Feb. 1, 1923.
Properties of some compounds of triphenyl methyl and triphenyl silicyl groups.

ALLEN BYRON STOWE, (1920—1923) June 11, 1923.
The solubility of electrolytes in the presence of other electrolytes in acetone.

EARLE FORRESTER WHYTE, (1921—1923) June 11, 1923.
A study of the oxides of sodium and potassium.

WILLIAM VYNE SESSIONS, (1920—1924) February 1, 1924.
A study of the trimethyl tin group. Easton, Pa., Eschenbach Press Co., 1925. 10p.

GEORGE FLETCHER DESAUTELS, (1921—1924) June 16, 1924.
The conductance of sodium thiocyanate in acetone at low concentrations.

WILLARD N. GREER, (1921—1924) June 16, 1924.
A study of the dimethyl tin group.

BIOLOGY

SAMUEL ERNEST POND,
(1915—Jan. 1918; 1919—1921) June 13, 1921.
Correlation of the propagation-velocity of the contraction-wave in muscle with the electrical conductivity of the surrounding medium. *Jour. of Gen. Physiol.*, July 1921. Vol. 3, pp. 807-826.

PSYCHOLOGY

CARROLL CORNELIUS PRATT,
(1915—1918; 1919—1920) June 13, 1921.
Some qualitative aspects of bitonal complexes. *Amer. Jour. of Psy.*, Oct. 1921. Vol. 32, pp. 490-515.

MATSUSABURO YOKOYAMA, (1918—1921) June 13, 1921.
Affective tendency as conditioned by color and form. *Amer. Jour. of Psy.*, Jan. 1921. Vol. 32, pp. 81-107.

HENRY MAGNUS HALVERSON, (1920—1922) Feb. 1, 1922.
Binaural localization of tones as dependent upon differences of phase and intensity. *Amer. Jour. of Psy.*, April, 1922. Vol. 33, pp. 178-212.

MARJORY BATES, (1919—1922) June 12, 1922.
A study of the Müller-Lyer illusion, with special reference to paradoxical movement and the effect of attitude. *Amer. Jour. of Psy.*, Jan. 1923. Vol. 34, pp. 46-72.

MRS. ALBERTINE A. RICHARDS-NASH,
(1917—1918) February 1, 1923.
The psychology of superior children. *Ped. Sem.*, Sept. 1924. Vol. 31, pp. 209-246.

HENRY DOUGLAS FRYER,
(1916—1917; 1919—Feb. 1920; 1922—1923) June 11, 1923.
Intelligence and interest in vocation adjustment. *Ped. Sem.*, June 1923. Vol. 30, pp. 127-151.

CHARLES ALEXIUS DICKINSON,
(1921—1925) February 2, 1925.
An experimental study of attention and perception.

EDUCATION

GEORGE ALLEN COE,
(1913—1914; 1918—1922) June 12, 1922.
A study in civic training. *Ped. Sem.*, Sept. 1922. Vol. 29, pp. 205-231.

JI-YEN RIKIMARU, (1920—1923) June 11, 1923.
Emotion and endocrine activities. *Abstract. Psy. Bull.*, April 1925. Vol. 22, pp. 205-258.

DOUGLAS CLAY RIDGLEY, (1922—1925) June 15, 1925.
A study of children's learning about places.

ECONOMICS AND SOCIOLOGY

ROBERT CLOUTMAN DEXTER, (1921—1923) June 11, 1923.
The habitant transplanted: a study of the French-Canadian in New England.

HISTORY

FREDERICK MORSE CUTLER, (1920—1922) June 12, 1922.
The history of military conscription with especial reference to the United States. *Abstract. Historical Outlook*, May 1923. Vol. 14, pp. 170-175.

HUGH LLEWELLYN KEENLEYSIDE,
(1920—1922) February 1, 1923.
The history of American-Canadian relations.

ANDREW FISH, (1921—1922) February 1, 1923.
Studies in the history of Christian social reform doctrine in the United States.

ELISABETH ANTHONY DEXTER,
(1921—1923) June 11, 1923
Colonial women of affairs: a study of women in business and the professions in America before 1776. Boston, Houghton, Mifflin Co., 1924. 203p.

William Roderick Sherman,
(1913—1914; 1917—1918; SS., 1922) June 11, 1923.
The diplomatic and commercial relations of the United States and Chile, 1820-1914.

Phillip Gerald Auchampaugh,
(1923—1924) June 16, 1924.
President Buchanan and his policies, 1858-1861, an interpretative study based largely upon his correspondence.

Laura Lucile Morse, (1922—1924) June 16, 1924
Relations between the United States and the Ottoman empire.

Sherman Merritt Smith, (1923—1924) February 2, 1925.
The relation of the state to religious education in Massachusetts.

Gustav Theodor Schwenning
(1920-22; 1922-23; 1923-24; 1924-25) SS., 1922-1923
June 15, 1925
A history of the industrial work of the Young Men's Christian Association.

GEOGRAPHY

Mary Catherine Clune, (1921—1922) June 12, 1922.
The geographic factors in the development of the Massachusetts towns of the Connecticut Valley.

Frederick Kenneth Branom,
(1922—1923) June 11, 1923.
The economic geography of the Boston region; a study in regional geography.

Preston Everett James, (1921—1923) June 11, 1923.
Geographic factors in the development of transportation in South America. *Econ. Geog.,* July 1925. Vol. 1, pp. 247-261.

Jesse Elmer Switzer, (1921—1923) June 11, 1923.
The geography of North Dakota.

Burton Merrill Varney, (1923—1924) February 2, 1925.
Seasonal precipitation in California and its variability. *Monthly weather review,* April 1925. Vol. 53, pp. 148-163; May 1925. Vol. 53, pp. 208-218.

Charles Langdon White,
(Feb. 1924—Feb. 1925) February 2, 1925.
The agricultural geography of the Salt Lake oasis. *Denison Univ. Bull.,* Sept. 1925. Vol. 21, pp. 117-283.

Robert Guy Buzzard, (1924—1925) June 15, 1925.
The geography of Cape Cod.

WALLACE ROBERT MCCONNELL, June 15, 1925.
(Feb. 1923—1924; Feb. 1924—1925)
The Geography of Cincinnati.

MASTERS OF ARTS

MATHEMATICS

ARISTOTLE DEMETRIUS MICHALOPOULOS (MICHAEL) June 13, 1921.
Theory of the analytic function of a single complex variable.

PINCUS SCHUB, June 13, 1921.
Hebrew mathematics to the eighth century.

ALBERT HARRY WHEELER, June 13, 1921.
History of the common mathematical symbols.

HAROLD JOSEPH GAY, June 12, 1922.
Regular integrals of the Fuchs type.

WILLIAM LEWIS PHINNEY, JR. June 12, 1922.
Conformal representation.

CHARLES SCOTT PORTER, June 12, 1922.
The Gamma function and its use in evaluating definite integrals.

PHYSICS

GEORGE EDGAR RICE, June 11, 1923.
Experiments on sound in horns.

PERCY MARTIN ROOPE, February 1, 1924.
Diffraction and interference applied to the reproduction of sound.

DONALD ELLWOOD HIGGINS, June 16, 1924.
A study of light metals and alloys at low temperatures.

NILS AUGUST RIFFOLT, June 16, 1924.
A study in the absorption of radiant energy.

RUSSELL BYRON HASTINGS, June 15, 1925.
The emission of electricity from substances on incandescent carbon.

CHEMISTRY

GORDON WARNER BROWNE, June 13, 1921.
The reduction of sodium nitrate and sodium nitrite by metallic sodium in liquid ammonia solution.

HAROLD WILLIAM HEISER, June 13, 1921.
The equivalent conductance of dilute solutions of hydrochloric acid in water at 25 degrees C.

ALLEN BYRON STOWE, June 13, 1921.
The rate of diffusion of hydrogen in palladium at ordinary temperatures.

GEORGE EVERETT BOYLAN, June 12, 1922.
The Formation of complex sulphides in acetone.

ISRAEL ZELIG CROCK, June 12, 1922.
The solubility of inorganic electrolytes in some organic solvents.

GEORGE FLETCHER DESAUTELS, June 12, 1922.
The conductance of dilute aqueous solutions of certain acids.

WILLARD N. GREER, June 12, 1922.
Some properties of metal-organic compounds.

ERNEST WILLIAM JOHNSON, June 12, 1922.
On the action of ammonia on some acid amides.

KENNETH HAWLEY KNIGHT, June 12, 1922.
The reduction of some aromatic nitrogen compounds by metallic sodium in liquid ammonia.

JOSEPH KUNIN, June 12, 1922.
The preparation and properties of some cobaltammines.

WILLIAM HENDERSON RYER, June 12, 1922.
Reduction of some inorganic salts by metallic sodium in liquid ammonia.

HAROLD MANTON SMITH, June 12, 1922.
The action of phosphorous on sodium in liquid ammonia.

CHARLES COLE TOWNE, June 12, 1922.
The action of metallic sodium on some organic compounds in liquid ammonia.

WALTER DAVID WOOD, June 12, 1922.
Reaction of some organic compounds in liquid ammonia.

EDMUND GUSTAVE ERIC ANDERSON, June 11, 1923.
The reactions of some organic compounds in liquid ammonia.

JOHN DAVID FORNEY, June 11, 1923.
The density of solutions of sodium in liquid ammonia.

LAURENCE STANDLEY FOSTER, June 11, 1923.
The preparation of triphenyl stannane.

TAICHI HARADA, June 11, 1923.
The preparation and properties of some metallo-organic oxonium compounds.

WARREN CHARLES JOHNSON, June 11, 1923.
The diffusion of salts in the solid state.

JAMES HUGH CLEMENT LOUGHREY, June 11, 1923.
The formation of complex sulphides in acetone.

STANLEY ENOCH RODGERS, JR., June 11, 1923.
The oxidation products of the salts of weak acids in liquid ammonia.

JOHN PATRICK SCHMUCKER, June 11, 1923.
A study of some metallo-organic compounds.

RALPH PRAY SEWARD, June 11, 1923.
The effect of salts on the solubility of other salts in alcohol.

CHESTER HINES SHIFLETT, June 11, 1923.
The action of electro positive metals on the tetra methyl and ethyl ammonium chlorides in liquid ammonia solution.

KENNETH SMITH BUXTON, June 16, 1924.
The study of certain organic reactions in liquid ammonia.

EDWARD SEATON CARNEY, June 16, 1924.
The density of solutions of sodium in liquid ammonia.

ARTHUR BRUCE MORRISON, June 16, 1924.
Formation of oxygen- and sulfur- ethers in ammonia solution.

ARTHUR MORRILL NEAL, June 16, 1924.
Some metallo-organic compounds.

JOHN ADRIAN RIDDERHOF, June 16, 1924.
The effect of the extreme drying of benzene on its boiling point; and copper-iodide film resistances.

STANWOOD BARTLETT EUGENE TOWNE, June 16, 1924.
A study of the triethyl tin and trimethyl tin groups.

JAMES PHILLIPS HANNAN, June 15, 1925.
Equilibrium conditions in the determination of ammonium phosphomolybdate.

EDMUND BARBER TOWNE, June 15, 1925.
Reduction of aromatic nitroso compounds by sodium.

CHARLES BUSHNELL WOOSTER, June 15, 1925.
The reduction of ketones and certain aromatic alcohols by sodium in liquid ammonia.

PSYCHOLOGY

CHARLES ALEXIUS DICKINSON, June 12, 1922.
Some qualitative factors in the education of self made men.

EARL WILBUR FLOHR, June 12, 1922.
The psychology of later adolescence.

MALCOLM KAIRKE MACDONALD, June 12, 1922.
An experimental study of Henning's system of olfactory qualities.

ELISABETH FALLIN MÖLLER, June 12, 1922.
The effect of change of intensity upon the upper limit of hearing.

ATTILIO MARIO RIZZOLO, June 12, 1922.
Dreams and dream theories.

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A study of the relation of distracted performance to performance in an intelligence test.

MARTHA MILDRED CRUMLEY, June 11, 1923.
Judgments of truth and falsity.

HOMER WILLIAM GUYTON, June 11, 1923.
New procedures in the study of verbal associations.

MARGARET MORSE NICE, (Margaret Morse) (As of June 17, 1915) June 11, 1923.
The development of a child's vocabulary in relation to environment.

JOHN PUCILLO, June 11, 1923.
The correlation between mental and motor ability.

EDNA VESTA HOWELL, June 16, 1924.
The hypnagogic state.

FRANK SIDNEY LLOYD, June 16, 1924.
A comparative study of the literature in English pertaining to the psychology of character, 1910-1923 A. D.

EMIL JOHNSON, February 2, 1925.
The ancient Hebrew education.

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Intelligence and geographical distribution of types of negro criminal behavior.

RALPH WESLEY GILBERT, June 15, 1925.
Intelligence and some social characteristics of negro criminals.

ROBERT WALLACE NAFE, June 15, 1925.
The intelligence and literacy of negro criminal recidivists.

PRISCILLA ALICE POOLER, June 15, 1925.
The intelligence of negro criminals in relation to some biometric and temporal measurements.

EDUCATION

ISAWO TANAKA, June 13, 1921.
Mental hygiene of puberty and adolescence.

ISADORE CECELIA WILLIAMS, June 13, 1921.
The effects of music.

DWIGHT SYLVESTER BANKS, June 12, 1922.
Experimental schools.

HOWARD HENRY HOUSE, June 12, 1922.
Inhibition, transfer, and habit in motor training.

ALEXANDER BENJAMIN MACLEOD, June 12, 1922.
Jesus as teacher and hygienist.

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The mental hygiene of the six-year-old child.

MARGARET JANE SAUNDERS. June 12, 1922.
George Gordon Noel Byron—a study in mental hygiene.

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Motor learning and leadership.

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The experimental studies of sleep.

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Inhibition, physiological and psychological.

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The pedagogy of the boy's camp.

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Changing conceptions of the kindergarten.

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Hygienic and experimental studies in music.

RALPH W. MITCHELL, August 10, 1923.
The secondary school curriculum.

GEORGE ELLSWORTH JOHNSON, (As of 1895) February 1, 1924.
Contribution to the psychology and pedagogy of feeble-minded children.

JASON HAWKING CHEN, June 16, 1924.
Recent group training.

ALMIRA GERTRUDE COULSON, June 16, 1924.
The teaching of English: observation and experiment.

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High School English.

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The normal and abnormal thymus gland and its hygiene.

NUCIA PERLMUTTER, June 16, 1924.
Education in Russia.

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Essentials in personal hygiene.

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Religious education.

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The American school.

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The dramatic activities of children.

Thomas Hou-Sing Suvoong, June 15, 1925.
The hygiene of respiration.

ECONOMICS AND SOCIOLOGY

Ralph Loren Cheney, June 12, 1922.
A syllabus of municipal sociology.

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The social philosophy reflected in the labor decisions of the supreme court of the United States, 1900-1920.

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The location of Hawaii: its influence upon the commercial development of the islands.

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The city planning movements in America and Europe.

Denmatsu Nuki, June 16, 1924.
The influence of the racial struggle on the development of economic life in early Japan.

Lester Perrine White, August 15, 1924.
Elements affecting organized labor in its relationship with the Worcester Branch National Metal Trades Association since 1916.

Lee Su, June 15, 1925.
The Chinese family in its relation to the present social reconstruction in China.

HISTORY

William John Barr, June 13. 1921.
Anglo-American relations, 1861-1865.

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A history of the treatment of insanity in Massachusetts.

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Expansion of Christianity giving special attention to the twentieth century.

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History of the educational work of the Boston Young Men's Christian Association.

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Darwinism and religious opinion in England.

ERNEST RALPH PERKINS, June 13, 1921.
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History of central banking in the United States.

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Ku Klux Klan.

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The relation of the Young Men's Christian Association to industrial workers: A historical study. Pt. 1. (1768-1907).

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Social conditions in England depicted in representative early Victorian novels.

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The international position of Persia.

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Newer tendencies of history.

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A study of the American occupation of Haiti.

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Mesopotamia.

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A history of British-Canadian relations, 1760-1783.

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The Aaland controversy.

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Government and struggle for independence in the Philippines, 1912-1922.

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Relations between Turkey and Greece, 1919-1922.

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Anglo-American relations.

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The rise and development of progressivism in American politics from 1904 to 1912.

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The relations between the United States and Mexico, 1910-22.

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Some leading economic interpretations of the Protestant reformation.

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Industry and labor in ancient Greece according to Glotz.

EMILIE CHARLOTTE CAASE, February 1, 1924.
Socialisation in Germany.

WENDELL FREMONT FARRINGTON, February 1, 1924.
The place of the Boston prison discipline society in American prison reform.

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Dominion status.

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The history of the League of Nations at work.

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The diplomatic relations between the United States and Japan from 1918-1924.

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The Irish convention, 1917-1918.

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Puritanism and its interpretation

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The rise of the banana industry and its influence on Caribbean countries.

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Anglo-French relations, 1900-1914.

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The political status of Porto Rico in relation to the United States.

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The Irish in Massachusetts.

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The European policy of the United States, 1914-1917.

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Russo-Japanese relations, 1918-1925.

PAUL OSLAND LIBBY, June 15, 1925.
Some aspects of the international opium problem.

WILLIAM WARING TINSLEY, August 13, 1925.
The relations of the United States with the Central American Republics, 1907-1925.

GEOGRAPHY

PAUL EDWARD ANDREW, June 12, 1922.
The Springfield plain: a geographic province of the Ozark highlands of Missouri.

GUY HARVEY BURNHAM, June 12, 1922.
The relation of certain New England industries to the great world trade routes.

EVERETT CARROLL DONNELLY, June 12, 1922.
Human comfort as a basis for classifying weather.

EDWARD DOW RUSSELL, June 12, 1922.
Tropical forests of the Amazon.

ERIC PEARSON JACKSON, June 11, 1923.
The trend of land utilization in Rhode Island and the increasing importance of the geographic factors.

JULIA MARY SHIPMAN, June 11, 1923.
A three-term course of study in geography for the state normal school at New Britain, Connecticut.

MARJORIE MAE SHANK, August 10, 1923.
Historic and economic geography of the Island of Rhodes in ancient and mediaeval times.

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The summer and winter weather of selected cities of North America.

STUART HYLAND CAMMETT, June 16, 1924.
Geographic factors determining the trend of manufacturing in the Blackstone Valley.

ELLA BARTLETT KNIGHT, June 16, 1924.
Geographic influences in the location and growth of Omaha.

INA CULLOM ROBERTSON, June 16, 1924.
The relation of geographic factors to land utilization in the Ozark region of Southern Illinois.

HENRY HARRISON RUSSELL, June 16, 1924.
A study of the geographic influences in the distribution of urban centers along the Illinois River.

ROLLIN SALISBURY ATWOOD, June 15, 1925.
The physiography of the southern Rocky Mountains.

LILLIAN GIRARD, August 13, 1925.
A geographical study of Porto Rico.

CAROL YOUNG MASON, June 15, 1925.
The geography of the cranberry industry in southeastern Massachusetts.

CLARENCE POST, June 15, 1925.
The distribution and utilization of the fuel resources of West Virginia.

RICHARD MERRILL SAUNDERS, June 15, 1925.
Historical geography of Cape Ann.

PHELPS NASH SWETT, June 15, 1925.
A geographic study of dairying in Vermont.

KATHERYNE COLVIN THOMAS, June 15, 1925.
Industrial geography of the Kennebec Valley.

BACHELOR OF ARTS

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RANDALL FREDERICK CUMMINGS
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Ralph Ellis Sturtevant
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Dwight Harrison Thayer (Feb.)
George Robert Thompson
Edward John Warmbier
Carl Albert Williams
Warren Bailey Winn
Chi-Hsiung Yung

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Royal Richardson Babcock
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Abraham Brind (Feb.)
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Wendell Justin Clark
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Herman Finkelstein
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Sherman Elias Golden
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Roger Walcott Higgins
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Palmer Peckham Howard
Frank Jay Jacobson[1]
William Timothy Keefe
Edwin Ebenezer Knowlton
Benjamin Levenson
Edward James Long (Feb.)
Leroy Albert Lyon (Feb.)
Eric Woodall Mansur
Jacob Ernest Nadler
Arthur Morrill Neal
Corydon Richard Nichols
John Francis O'Brien
Samuel Perman
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Puzant Kevork Thomajan
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Lester Perrine White[3]
Abraham Zweigbaum

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Ray Theodore Elliott
Hyman Isadore Feinberg
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Nils August Riffolt[1] (Feb.)
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Richard Merrill Saunders[3]
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Eugene Prouty Montgomery (Aug.)
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AUGUST 15, 1924

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Edna Augusta Collamore
Jennie Eva Conner
Thekla Hodge

AUGUST 14, 1925

Louise Fay
Edward Philip Reidy
Agnes Veronica Scannell

Clark University Bulletin

NUMBER 48 MAY, 1926

FOUNDER'S DAY ADDRESS

February 1, 1926

BY

William F. Book, Ph.D., Clark, 1906
Professor of Psychology at the University of Indiana

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THE SPIRIT OF CLARK

One score and seventeen years ago, the founders of this University, Jonas G. Clark and G. Stanley Hall, established in the commonwealth of Massachusetts and here in the city of Worcester an institution conceived in love for humanity and dedicated to the spirit of service through scientific research.

And now on succeeding birthdays of these two men the alumni, the faculty, the students, and friends of this institution gather together to honor the memory of these two men and to reinterpret the ideals for which they gave their wealth and their lives. It is altogether fitting and proper that we should do this.

But in a larger sense we cannot honor these men, nor consecrate this day, so sacred in the history of this institution, to their honored memory. They by their sacrifice and achievements, by their devotion to the ideals of this institution and by their unfaltering love for the truth have consecrated these halls and honored this day far above our poor power to add or detract. We cannot brighten the vision of service which beckoned them as they worked together in the early days when this university was born. We cannot clarify or make more intense the love for truth or the ideal of research for which they gave their means and the last drop of their precious blood. The world will, therefore, little note nor long remember what we say here today but it can never forget what they did here.

It is for us, the living, the alumni, the faculty, the students, and friends of this institution to rededicate ourselves here and now to the unfinished work which the men who founded and those who labored so effectively and devotedly with them through all the lean years of this institution, have thus far so nobly advanced. The greatest need of Clark University today and our plain duty here is not to try to praise the lives or to exalt the work of these honored dead, but to dedicate ourselves to the unfinished tasks which they so nobly carried on—so to celebrate this day that from their example and lives we may obtain renewed strength for the unfinished work which they left us to do,

added devotion to the ideals for which they gave the last full measure of devotion and service. It is for us, the living, here to resolve that those who founded and those who labored so courageously and unselfishly with them for more than forty years shall not have labored in vain; that this university under the management of its present head and corps of able and earnest faculty shall have a new birth of service; and that the ideals for which it was founded and the true spirit of Clark at its best, shall never depart from these sacred halls nor from the world. This is my message and earnest plea today to the sons and daughters of Clark University everywhere, more especially to those now charged with the responsibility of making this University at some near future time all that its first great president dreamed that it ought to be.

Would to God that the good people of New England and of the great commonwealth of Massachusetts might catch some of the spirit of service which the first president of this university inculcated into the minds and hearts of all his students and for which he gave all his wealth and his very life. Would that the power were given me to make the people of Worcester see as plainly as the founder of this university saw that *they* may contribute quite as much towards the realization of the ideals for which the university exists as do those who labor within its halls.

How a Real University is Made.

Two things are needed to make this first and for many years only true university in America, all that it ought to be. First the love, earnest devotion, and financial support of the men and women in the world who labor in other fields of human endeavor than the educational or scientific field. Second, a well trained faculty and student body devoted to the service of mankind, and more in love with the truth than they are with their own lives. Men who have the vision and spirit of self-sacrifice of our first president and founder and who see even more clearly than they saw, that it takes both of these types of persons working together in perfect harmony and co-operation, to build an institution such as we should all like to see Clark University become. God give us all the light to see that neither of these

types of service is first nor even primal in the building of a great university, but that both are required for the discovery of that vast body of truth which alone can set us free from the hampering conditions that consume our hopes, that blur our vision, and that destroy our peace of mind.

I have heard the great genius of this institution and its president for more than thirty years severely criticised by friends of this University because he did not secure enough money to make it the largest as well as the best university in the world. Criticised by his friends because he did not devote the major part of his energy and time to the business of getting men of wealth everywhere interested in the ideals and projects of the institution of which he was the head. For everyone knows that without such help the best men in every field of science and art cannot be brought or kept here, made financially independent, given a congenial atmosphere in which to work, and so make of this University a place where the most superior young men of the land may come and be given an opportunity to carry on their most cherished research. Many times have I heard the man we seek especially to honor this day blamed by alumni and friends of this institution because he did not choose to do this thing.

But these critic friends have failed, I think, to realize the true mission of a great University or at least have failed to take account of the fact that no man can be eminently successful in obtaining the means with which to work and at the same time make an important contribution to the real work of a university through his own research. One of the men whom we seek to honor today gave freely of his wealth, but he had the wisdom to select as head of this institution to lead in carrying on its real work, a man who was just as well qualified to advance the real work of this institution by his own research, as its material father was able to make the money needed to enable him and his co-laborers to carry on their research.

And who amongst us is willing to say today that G. Stanley Hall chose unwisely or as head of this institution selected the less important work for its president to perform? Clark University is not remembered today because of its buildings, its endowment, or material equipment. There are many universities in this coun-

try that have more than a hundred times the income and material wealth possessed by this institution. But Clark University is known in every civilized country of the world today and is honored there beyond almost any institution in this country because of the genius and work of G. Stanley Hall and the achievements of the small but able corps of men who have worked here at Clark for the past thirty-seven years.

Whenever I think of the short history of Clark University I am reminded of the Biblical story which calls such sharp attention to the difference between the two types of men who must work together to make a great university. This story tells how Martha, who was cumbered with much serving while Mary sat at Jesus' feet came to the Master one day and said: "Lord, dost Thou not care that my sister hath left me to serve alone? Bid her, therefore, that she help me." Whereupon Jesus answered and said, "Martha, Martha, thou art troubled about many things. But one thing is needful, and Mary hath chosen that good part, which shall not be taken away from her."

Kipling in a poem has taken the part of Martha and her kind—of that great company of men and women who work with their hands in the mine, in the shop, and in the field, who, he says:

". . . Must wait upon Mary's Sons, world without end, or rest.
"It is their care," he says, "in all the ages to take the buffet and to cushion the shock;
It is their care that the gear engages; it is their care that the switches lock.
They finger death at their glove's end when they piece and repiece the living wires.
He rears against the gates they tend; they feed him hungry behind their fires.
To these from birth is Belief forbidden; from these till death is relief afar,—
They are concerned with matters hidden; under the earth line their altars are.
Lift ye the stone, or cleave the wood, to make a path more fair or flat,—
Lo! it is black already with the blood some sons of Martha spilled there for that."

Meanwhile, says Kipling, the sons of Mary:

". . . Sit at the feet, and they hear The Word—they know how truly the Promise runs.

They have cast their burden upon the Lord, and the Lord He lays it on Martha's sons."

Many people look upon the work of a University much as Kipling looked at the work done by the sons of Mary. To them a scientist or a university man is only a useless son of Mary who sits at the Master's feet while the rest do all the work. But such persons do not understand the true function of a university and Kipling did not seem to understand the service that is rendered to humanity and to the world by these seemingly useless sons of Mary, the artists, the poets, the philosophers, and the scientists who constitute the real university. Many people do not see that in the building of any great university, and in the world, there are always two important roles to be played. The work of the world must, of course, be done and all of it. But to do it well and to make man's efforts count there must be hope, there must be vision, there must be a knowledge of the truth to guide us. The ability to work and to have the vision that makes one's effort count are not fundamentally or psychologically opposed. They may and should exist together in the same individual if he would obtain the best results. But in the economy of nature there is division of labor. It is more effective for some to search for the truth and to verify man's insights and guesses at the truth, while others accept and use this knowledge and wisdom in doing the work of the world. It is so in the building of a university whose chief business it is to discover, verify, and disseminate the truth for the general use of man. But to make this possible some must provide the means needed for doing this type of work; others must discover and verify the truth which is just as vital for the life and advancement of the race as the serving which the sons of Martha do, because the results of their labor give vision and purpose to all our efforts. We should, therefore, learn to see that this and all universities must have its sons of *Martha* who labor in the field, in the mine, and in the shop, as well as its scientists, its artists, its poets, and its men and women who dream as they work of higher and better things.

The world has always been lifted above its baser self by the visions and dreams of its poets, by the insight that comes from the discovery of scientific truth, by the work of its seemingly

useless sons of Mary. But it is true that this institution and the world cannot be advanced by the sons of Mary working alone. It can only be advanced when the sons of Martha, or those who labor in the field, in the shop, and in the mine have some share in the visions and work of the university man.

The history of universities and of mankind taken as a whole has shown that man cannot live by bread alone. Something more is needed and the visions and magic words of the seemingly useless sons of Mary have, in every generation, done as much to keep our race from perishing as the bread it has eaten. Who, therefore, amongst us is willing to say that G. Stanley Hall, the spiritual father of this institution, and the small but able corps of workers that worked with him, have chosen unwisely when they devoted their entire time and energy to the advancement of science through the contributions they made to the study of man? God grant that this institution may always have a faculty that is as unselfishly and completely devoted to the search for truth. But it is for the sons of Martha who cannot make this type of contribution to science or art, to see that the means are provided with which to do this needed work and so to have a real share in the visions of those of whom the Master said, "they have chosen that good part which shall not be taken away from them."

Why quarrel therefore, about who shall be greatest in that kingdom made up of the men and women who have lived and labored to serve humanity and the world? In my own Hoosier state there is corn each year on the banks of Deer Creek, but nothing is more precious or needful for the people of Indiana today than the songs that grew there one day because one of the seemingly useless sons of Mary lived there in the person of James Whitcomb Riley who gave to the people of his state in his "Songs of Cheer" a vision that has been just as helpful and life giving to them as the corn which the farmers whom he glorified and served cause to grow there each year.

May the day speedily come when all who labor in the shop, in the mine, or in the field in this part of the world, will see as clearly as the material father of this university saw, that *they* may have a share not only in the visions of the sons of Mary but a share in the building of this university which tries to give to

the world new visions, about the universe in which we live. And may those who toil and those who search for the hidden truths in the regions of God's darkest unknown always meet life singing the songs of cheer, of courage, and of indestructible hope that have been fashioned by other sons of Mary of whom the Master would certainly say, "They have chosen that good part which shall not be taken away from them."

The True Spirit of Clark Defined.

And what is this ideal and spirit of Clark University for which its founder and first president labored and gave everything they had? The best speech that can be made about it is in your memories and hearts. It cannot be defined in words. I shall, therefore, not attempt to describe it as the alumni of this institution see and feel it. The true spirit of Clark University was present in the mind and heart of G. Stanley Hall when, in Montana, in Spokane, in Washington, D. C., in Buffalo, or wherever he could find one or more of his former students, he would ask them about their work, about the problems they were investigating, what researches they had under way; what bits of research they expected to finish that year. It was present when this same great teacher labored for twenty years to discover the laws that control the development of the individual at that flowering period of life when the most important things in human development are happening. It was revealed most clearly, perhaps, when in his later years, as he saw that his vitality was slowly slipping away from him because of his advancing age, he turned aside from his regular work to investigate, during the last ten years of his life, this waning or senescent period of life for the purpose of discovering facts that would enable man to make the most possible out of his declining years; when he spent the last years of his life in trying to discover the facts that would enable us to retain and utilize to the fullest possible extent in the declining years of our lives the wisdom, training, and skill, that we had so slowly and so laboriously acquired during the earlier period of our lives.

The true spirit of Clark University was present when Louis N. Wilson labored to develop here at this institution the most

unique and serviceable library for scientific research in the departments represented here that is anywhere to be found in the world. The true spirit of Clark is operating in Lewis M. Terman, an alumnus of this institution when he spends all his time and best energy in the study of the development of genius for the purpose of ascertaining facts which may enable us to locate more accurately and easily the individuals who possess superior ability, facts that will show us how to administer more wisely to the needs of these truly gifted individuals so that their superior ability may be fully conserved and made to serve humanity and the world. The true spirit of Clark was present in its very best form when our own Dr. Burnham labored thirty years to ascertain and to accurately portray to his students the conditions which make for the greatest human efficiency in learning and in life, and so effectively directed their attention to this basic field of service and research. It was present when President E. H. Lindley, an alumnus of this institution, led the good people of the state of Kansas last year in their fight against the politicians of that state and helped them to make their state university a real servant of all the people, thereby rendering a service not merely to the state of Kansas but to the entire country because of this courageous use of his superior ability and training.

The Clark spirit was manifest when another alumnus of this institution devoted all the time he could save for twenty years to making an analysis of how we learn, attempting to discover what learners in specific instances of learning actually do as they succeed, ascertaining the difficulties they normally encounter, listing and describing the real cause of their advancement, all to the end that those who direct and teach may be better able to give to their pupils the kind and amount of help that they need to make their progress most rapid and continuous. The true Clark spirit was present when a younger alumnus of this institution, George S. Snoddy, worked incessantly for eight years in the Mormon state on one piece of research in order that he might determine the endurance capacity of individuals in one type of neuro-muscular control and develop a technique which might be used for measuring an individual's capacity for mental control in other types of behavior. The true Clark spirit is operating in this in-

stitution today as President Atwood and his thirty graduate students are laboring incessantly to discover the facts about the earthly home of man, with the view of ascertaining how the present and past conditions of this home have and are affecting man's present conduct and life in the world.

In fact, wherever a Clark man goes or resides this ideal of research and spirit of service has not only been kept alive but has been kindled in the minds and hearts of scores of young men of ability and courage. May that ideal and spirit continue to thrive here at Clark and increase in clearness, and strength so that this university may always be a real fountain head for that spirit of service and ideal of research which has made it known throughout the world.

Faith in the Future of Clark.

The fostering of this spirit and of the ideals that have given it direction and life, and the future development and work of this institution is in the hands of its present president and faculty, its board of trustees, and present student body. It is therefore not in place for one not responsible for the development and work of this institution to speak of its present aims or of its future development and work. But as an alumnus I will surely be pardoned if I express a personal wish in regard to the future development of this university which every alumnus loves almost as much as he loves his own life, or if I attempt to say in a few brief words what the least of its alumni should like to see this University become.

I believe our duty on such a day as this is to obtain as much inspiration and help as we can from the past; but we should never be too much bound, in our present and future development, by what has already been done. Being a son of Clark and a student of G. Stanley Hall I am not one of those who believe that all the good things in the world lie in the past. On the contrary I am thoroughly convinced that the best things have not happened yet; that the best history remains to be written, and that it is up to us to help bring these better things to pass. I also believe that a university can and should play a leading role in writing those better chapters in the history of man and of the

world which surely lie ahead. I also have faith that the good people of Worcester and of Massachusetts, though they may not have any surplus millions to give, may yet be induced to have the kind of faith in the ideals and work of this institution that the people of Athens had in their gods and in spiritual things when they were willing to live in mean houses in order that they might cover the Acropolis with temples dedicated to their gods. And it is well to note that these Athenian folk did not do this as a luxury, but because they believed that the protection of the gods, more especially of their patron goddess of wisdom, was as necessary for the protection of their city as its walls.

I should like to see the people of Worcester and of New England come to believe in that sense and in that measure in this university and make of it a true spiritual defense for this country that would be far stronger for the welfare of society and the race than all the aeroplanes and battleships that could, by the help of a perverted science, be constructed by any nation or by the world.

I should like to see this university greatly enlarged and rededicated to pure learning which, as Aristotle said many centuries ago, is its own defense. Curiosity and wonder are instincts as deep and right as hunger. We want to know. We want to comprehend the universe of which we are a part. In such pure learning nature rises towards knowing the truth about itself. And no greater thing than this has happened in the world. This university should therefore, never surrender its mission to know the whole truth, useful or useless, about the universe of which we are a part. But this is not enough. It should strive to make the truth that it discovers and verifies serve humanity as it has always done and seek to discover those deeper laws of life which represent the most important reality that man can know.

I once heard David Starr Jordan, the eminent scientist and staunchest modern advocate of peace on earth and good will towards man, speak from the text. "The real things are the invisible things." In this talk he was not advocating mystical truths. He was speaking as a scientist about the facts of evolution. He meant for example that the acorn which you can see

is not so important as the oak and the forest of oaks into which it will grow. That the plant life that was to be seen on the earth before the age of animals was not so important as the future world of animal and human life somehow potentially there. Or, to take another example, that at any date in the history of civilization the most important thing is not society as it is then and here established but the hidden forces which are there creating a new society for the future.

It is so with this university. The important thing is not these halls, not what this university is now, not what has already been done, but the ideal and spirit which has brought these things to pass and which are here today ready to create that new and larger university which we should all like to see builded here.

Bergson says, "Life is a wave that mounts." Life according to him achieved a certain success in plants, then after ages found a way into the freedom of the animals that can run and swim and fly, and then after other ages it rose into man who can use tools, and can control practically infinite quantities of force in almost an infinite number of ways—a creature who can in a measure behold as well as share in the work of creation itself.

A university, one of man's greatest creations, is like that. It is a wave of life and light that should mount continually in the long way that leads to the discovery of the whole truth for man, and to a society of justice. There never was a time when it was so necessary for the universities of the world to help save society by the revelation of the truth about *man himself* as now. This university must therefore never surrender its glorious mission to know the whole truth, useful or useless, about the universe in which we live or its mission or revealing to the world those deeper truths about man himself that alone can set us free from the hampering conditions of life that destroy our hopes, and our peace of mind. The most real things about Clark University today are the unseen things. And I feel like saying to President Atwood, and to the board of trustees, and to the faculty and present student body who really make up what we can see of Clark University today, what Isiaah said to Babylon of old: "Arise, shine; for thy light has come and the glory of the Lord is risen upon thee."

More Real Patriotism for Clark.

As alumni and friends of Clark University, we need to cultivate a new type of patriotism for this institution and to clarify our vision in regard to its real possibility for future service in the educational world. In closing I should, therefore, like to make a plea for that type of patriotism for Clark which William Lowe Bryan, one of its illustrious sons, has created for the institution whose destinies he has guided for twenty-five years. The type of patriotism which James Whitcomb Riley had for his own state when he looked beneath the surface of things to the very heart and soul of its people and saw there much that was crude and uncouth, but also all that was noble, beautiful, and good. Then loved that. Then sang about that, making both the simple and the wise people of his state see all that was beautiful, noble and most precious in the life of his neighbors and friends.

I covet for this institution the type of patriotism portrayed by one of the most illustrious sons of this commonwealth, your own James Russell Lowell, who represented this country so well at the Court of Saint James. He did not brag. Neither did he overlook or spare the crudities and sins of his countrymen. "He who himself stood before kings, had no base shame of his own countrymen. He knew their underlying greatness as well as their faults. And whether he met the contemptuous condescension of foreigners, or the shameful condescension of his countrymen to foreigners, he was always exultant poet and soldier of democracy."

This is the type of patriotism which G. Stanley Hall had for this institution. He did not brag. He made no pretense that Clark University was larger or better than it is. Neither was there any easy going tolerance of what should not be tolerated. But there was always the ability and readiness to see the least bit of greatness in every man who came here to study and to work, a readiness to cultivate, praise and conserve that, the ability to sense keenly the limitations which the lack of means has always placed upon this institution and the ability to see what could best be done with that, always able to see through the surface of things to the heart of gold of this institution, to its true spirit and fidelity to truth.

I am for those who, like him, can see this university as it is, with all its defects and limitations but who also know it at its best—who know its forty years of allegiance to the whole truth, and who know it as a mother and maker of men. I am for those who can see beyond its meager buildings and equipment to its true heart of gold and who are willing to stand for that as one stands for his mother. Her garments are plain. Her face though young shows the wrinkles of many disappointments and the scars of certain defeats. But she has sons and daughters in every part of the world who love her and who exult in such a mother.

And from every corner of the world I fancy I can hear them singing today:

"If I forget thee, Oh Clark, thy purposes and spirit, thy devotion
Let my right hand forget her cunning,
Let my tongue cleave to the roof of my mouth,
If I remember thee not."

Let us re-dedicate ourselves here today to the ideals for which this university was founded and has always stood, to the true Clark Spirit, to the unfinished work which the men whom we seek to honor this day have left us to do. Let us pledge our fortunes and our lives to the spirit of service and to the ideals of research for which these men whom we seek to honor this day gave the last full measure of devotion and service. Let us renew our faith in the future of this institution that the ideals for which it was founded and the true spirit of Clark University at its best may mount as life itself, until it extends its field of service to the uttermost parts of the earth.

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